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AUTHOR James, Eloise Lucille
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ABSTRACT

This annotated bibliography presents sources of data on the culture of the plateau-region of Western Asia--an introduction to its culture, way of life, values, customs, laws, religious beliefs, technology, social institutions, language, and creative products. Section 1 contains bibliographic listings for adult instructional team members. A bibliography of bound print items comprises section 2, including general references, trade books, and textbooks. Section 3 is a bibliography of audiovisual items including kits, films, records, slides, maps, and realia. The fourth section lists serial items such as stamps, magazines, newspapers, and National Geographic Educational Services. A bibliography of less tangible sources, such as international reference sources, handouts, and human resources is included in section 5. A section on the future concludes the document, giving a summary of attitudes and gaps to be filled in Far Middle Eastern materials. (Author/JR)

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FAR MIDDLE EAST: AN ANNOTATED BIBLIOGRAPHY OF MATERIALS AT ELEMENTARY SCHOOL LEVEL FOR AFGHANISTAN, IRAN, PAKISTAN

AN INDEPENDENT STUDY
IN PARTIAL FULLFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE:
MASTER OF ARTS IN EDUCATION

by

ELOISE LUCILLE JAMES

KLINGSTON, RHODE ISLAND

AUGUST 1974

UNIVERSITY OF RHODE ISLAND

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF EDUCATION

PROJECT APPROVAL

_____

Professor Robert MacMillan, Chairman

_____

Assistant Professor William Kelly,
Project Adviser

_____

Assistant Professor Wilma Nagel,
Adviser Graduate Studies

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FAR MIDDLE EAST: AN ANNOTATED BIBLIOGRAPHY OF MATERIALS AT ELEMENTARY SCHOOL LEVEL FOR AFGHANISTAN, IRAN, PAKISTAN

I. Why Should Lists Be Compiled?

There are few materials written and no complete bibliographies of materials at elementary level for the "Crossroads of Asia," east of Iraq and west of present day India. Most materials that list books of Asia consider only the portion from India eastward; likewise much attention is put on Moslem pre-or-post civilizations from the Egyptian-Iraq sector. I believe that there will be a legitimate place for studies of this "Third World" portion in the late seventies.

Since 1970 the borders and land areas of Pakistan have changed radically with the formation of Bangladesh. Afghanistan with an absolute monarchy for thirty years adopted a constitutional monarchy for less than a decade and that toppled into a republican-dictatorship in 1973. Rumblings in Iran over oil usage are made headlines in North America and the average reader says, "Who do they think they are?"

It is my thesis that appropriate accessibility to most materials available in English would enable teachers and media center suppliers to lead young learners from kindergarten through eighth grade to subject matter in these geographic areas. The use of the word appropriate indicates that I as an educator-researcher am aware of trends in educational social science theory and to that extent can give force to descriptions of material in textbooks, articles, trade literature for juveniles, kits of visual-sound;film sources. Social science is more apropos to use

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because the breadth of this study fits Goode's definition of

social science: one of a group of sciences dealing with special phases of human society; such as economics, sociology [and or another definition] a term sometimes applied to the scholarly materials concerned with the detailed, systematic, and logical study of human beings and their interrelations....[1]

[rather than]
social studies: THOSE PORTIONS OF THE SUBJECT MATTER OF THE SOCIAL SCIENCES, particularly history, economics, political science, sociology, and geography suitable for study in elementary... subject matter...integrated or not [in units] NOT to be confused with the social sciences or with the subjects having a SOCIAL AIM but not SOCIAL CONTENT(as in the cases of...art appreciation [part of this bibliography will look into Islamic arts] NOR to be confined to too narrow or rigid a combination of studies...[2]

[Also]
because the trends of studies curricula into which teachers will fit the data given, now emphasize human relationship processes.

The data will also be inter-disciplinary as realms of facts in science areas, in literature, in mathematics will be included.

International education includes the type of collecting for concept teaching that will be represented in the study, but I am limiting the approach to exclude the education geared to literacy efforts, the efforts to educate prospective teachers of other nations in curriculum building, the field experiences attained by Peace Corps or volunteer work.[3]

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[1]Good, Carter V.(Ed.) Dictionary of Education (New York: McGraw 1973.), p.518.

[2]op.cit., p.541.

[3]See the Appendix entry of "The Indianapolis Declaration"(Indianapolis, Indiana, November 28-29, 1973).

The learnings are international or cross cultural when the author's point of view, style, all presented in audio-visual approach or print convey the concepts from inside the culture. Bias, stereotypes, have penetrated children's writings- rather adult writings for children.[1] Good puts intercultural education into framework of that "designed to reduce actual and possible tensions, bias, prejudice, and discrimination and by constructive programs of appreciation for group differences to promote full and equal participation."[2] Communications between people were described by an Asian (or assumed to be from the quote)as coming in three categories. There are those which (1) emphasize differences to show "existence of another cultural pattern," (2) common humanity, and (3) a one which "imparts differences between reader's culture and culture presented in the book" to stress "interaction".[3]

Lest one say that in the Rhode Island community there is not a need to include international education studies with such vigor, I reply that a floating university of United Nations may someday have home base here!

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[1]Anne Pellowski deserves early mention in this paper as it is her keen written and spoken dialogue with publishers, education leaders, and children that should be perpetuated. The Information Center for Children's Cultures in New York City has the only comprehensive services of quality materials available. Her leadership has established this level.

[2]Good, p. 311.

[3]Dr.Charles Keyes quoted by Linda J.Brass in "Books on Asia", (Top of the News, January 1973),pp.156-157.

A group to advance the possibility are called "Rhode Island Advisory Committee United Nations University Maritime Unit".[1] While such a multi-national enterprise would be directly related to a university which had school of oceanography attached, there would be spinoffs in lower levels of educational curriculum. This is just an example of the opportunity that cross-national data being used to meet learners' needs can have when the local environment requires positive attitudes of accepting the different -global concepts.

The term bibliography of materials also needs careful delimitation as it will be the basis for technical format or the entrance into the content of the annotations. The bibliography is like a map whose functions are as important in library science for knowledge dissemination as Skinner's taxonomy is to behavioral science. Katz details the uses and types and restrictions of biliographic terminology which for purposes of my study I have synthesized(1)perimeters for adequate control and access-"completeness", "Access to a part," "various forms"; (2) used-to "identify and verify", to "locate" [perhaps publisher, or location in library collection, or for type of children being taught], to "select";(3) Limitations as to "time" [still in print, or available in museum or large library],i.e.,"current" or "retrospective"; to"form" [here means either type of book, periodical, film, slide, 8mm. movie; or published-unpublished, as some recipe books, riddles, folk tale collections can be found in women's clubs or schools in Lahore, Teheran, Kabul but not in US publishing outlets; origin, such as college press, or area-studies center. The use of the term analytical in Katz is more descriptive of physical excellencies of one form over another say, recording

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[1] Computor printout letter from Walter R. Hobbs, Jr. to the committee.

of one of the folk-fables compared with a storybook with same wording. Katz also sets up a warning system to me the researcher:

> "Quantity is not always quality and, as a result, the reader may find the guide is more involved with listing than with describing....not so much a rote listing of materials as a discursive discussion of (1) the field...whole; (2) peculiarities of research...,(3) the place of the subject in the main stream of knowledge; (4) various forms applicable to the field."[1]

The term materials could variously be media or multi-media and some users will feel that the listings should be more book, or print oriented. No! Media selection answers the question, "Which will maximize learning?"[2] Visual literacy, needs of the handicapped in hearing, even sightedness, as well as the sensitivity to other problems of the learner[3] are all to be considered.

In the light of all these definitions of the framework, I expect the project will be a beginning to a contribution at elementary level for two types of educators: (1) the classroom teacher who wants to use data in current learning models that will be fresh; and (2) the subject specialist educationists in the nationwide network of Learning Resource Centers[4].

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[1] William A. Katz, Introduction to Reference Work, Volume 1, Basic Information Sources, 2d (New York: McGraw Hill, 1974), pp.25-38.

[2] Howard Levie; Kenneth E.Dickie, "The Analysis and Application of Media" in Second Handbook of Research on Teaching (Chicago: Rand McNally, 1973), p.858.

[3] Melvin E. Levison, "Multi-Media Literacy and Learning--and the Social Studies" The Social Studies (October, 1973), p.227.

[4] op.cit., The Indianapolis Declaration

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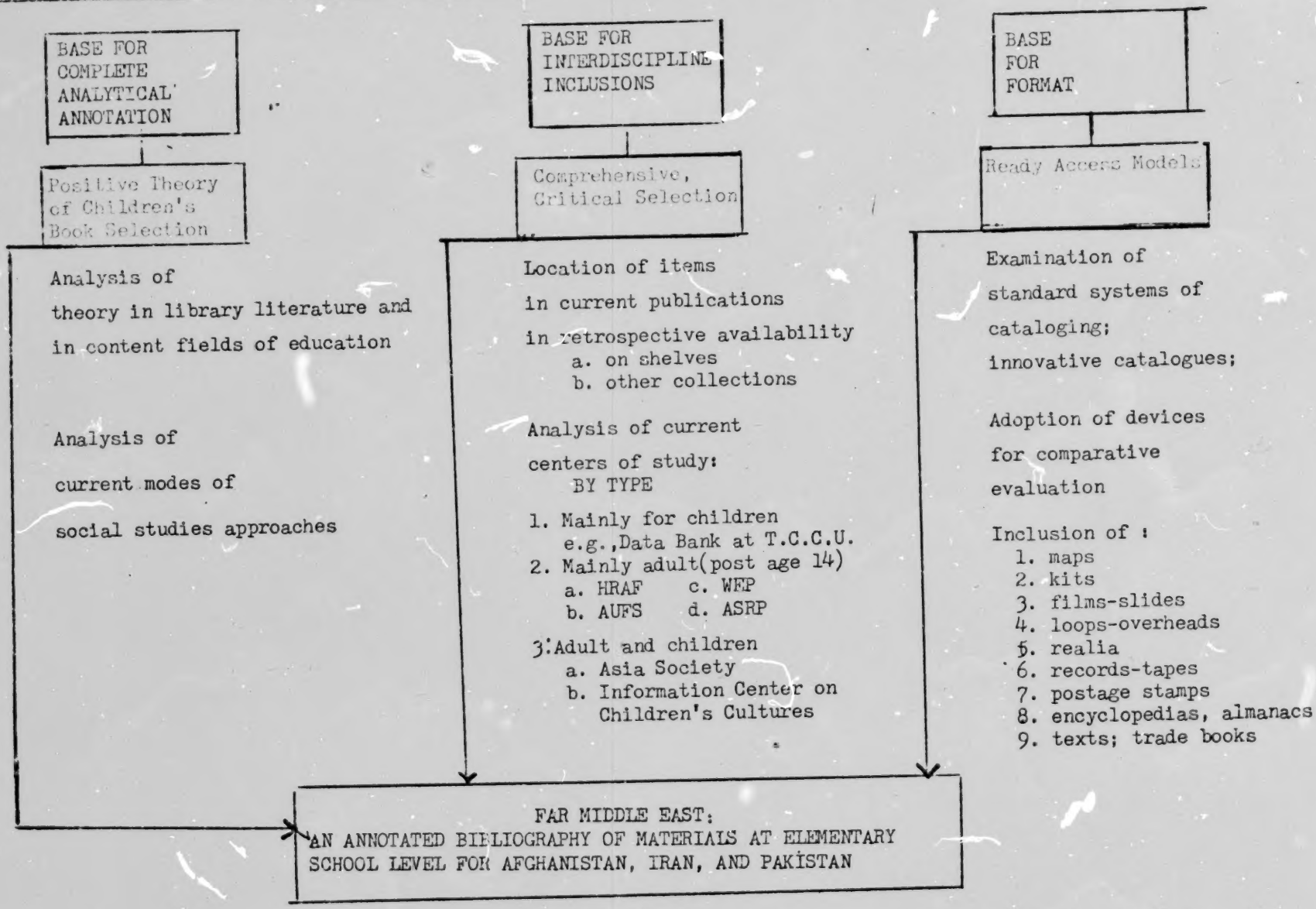
The remainder of the paper will synthesize underlying ideas that are important sampling of educators' and librarians' present trends in collecting materials. A time line of minimal period of hours is presented which includes possible field testing of the paper following a twenty minute explanation of relevance of the study to summer school classes. I would prefer more time to collect latest publications from Lahore, Pakistan and Teheran, Iran, but that cannot be done in pilot project such as this is.

SUMMARY

This bibliography will present data (factual material) usable with children to assist the teacher-learner in recognizing the culture of the plateau region of Western Asia -- the introduction to its culture, way of life, values, customs, laws, religious beliefs, technology, social institutions, language, and creative products.

OVERVIEW AND RESULTS OF BACKGROUND READING: THREE BASES ON DEVELOPMENT OF BIBLIOGRAPHY


BASE FOR COMPLETE ANALYTICAL ANNOTATION
Positive Theory of Children's Book Selection
Analysis of theory in library literature and in content fields of education
Analysis of current modes of social studies approaches
BASE FOR INTERDISCIPLINE INCLUSIONS
Comprehensive, Critical Selection
Location of items in current publications
in retrospective availability
a. on shelves
b. other collections
Analysis of current centers of study:
BY TYPE
1. Mainly for children
e.g.,Data Bank at T.C.C.U.
2. Mainly adult(post age 14)
a. HRAF c. WFP
b. AUFS d. ASRP
3. Adult and children
a. Asia Society
b. Information Center on Children's Cultures
BASE FOR FORMAT
Ready Access Models
Examination of standard systems of cataloging; innovative catalogues;
Adoption of devices for comparative evaluation
Inclusion of :
1. maps
2. kits
3. films-slides
4. loops-overheads
5. realia
6. records-tapes
7. postage stamps
8. encyclopedias, almanacs
9. texts; trade books
FAR MIDDLE EAST:
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II. What breadth of background reading is necessary?

The needs of multiple audiences were considered in the hours of varied research because their views are the valid inputs to any new production. I anticipated experts in fields represented by social science, especially the professional colleagues who are in the Asia Society-Afghan Group; the University of Nebraska Afghanistan Studies and Research Program; and American Friends of the Middle East; educators; librarians; producers; nationals of the three countries; and the delightfully challenging children who are the main target audience. The resultant reading with the additional August deadline imposition has changed the scope from being a total listing of all materials on all subjects that might be useful to elementary teachers to a series of listings by subject matter common to the three countries and commonly needed for gap in North American educational resources.

The Afghan Studies Association has a membership of sixty-eight which is a deceptive number since many are family memberships. The majority are American scholars and diplomats from the past twenty years of technical aid development to Afghanistan. A representative sample are Afghan national At the annual meeting of ASA which co-incided with the Association for Asian Studies 26th Annual Meeting in Boston, April 1-3, 1974 over twenty minutes of discussion time was spent debating whether the ASA should be allied with Association for Asian Studies or apply for affiliation with Middle East Studies Association (Pakistan scholars had just done this). The decision was to continue an independent stance and individuals will continue their own basic interests. This is illustrative of ambivalence seen also in any writings about the area . The highly technical definitions found in

library literature have similar struggles:

> The boundary of Asia has been disputed. The traditional concept includes Asian Turkey while the modern concept excludes the Asian U.S.S.R. as well as the Near East. The choice of Asian political headings...[is] purely based on arbitrary definition...[1]

Pellowski puts the three countries, Afghanistan, Iran, Pakistan in Near East but separately "because of tribal, religious and linguistic backgrounds" commonly held.[2] Pierce cites Coon and calls the same area "Middle East" with a lucid definition of a "mosaic of sub-cultures" which are a "functioning whole, a pluralistic culture," but not homogeneous.[3] Stone brings history and geography into the definition since it was name "assigned to British Military Command in Egypt...Mediterranean lands" eastward to the Indian Ocean.[4]

The above search was lucid compared with looking for set of definitions on critical annotations theory. Practicing librarians tend to rely on a multi-review system of "The Big Four", Booklist, Bulletin of the Center for Children's Books, The Horn Book Magazine, The School Library Journal; only the second one gives ratings of poor. While the others are excellent in defining author's purpose and occasionally negative there is no opportunity for comparative side-by-side viewing service such as Buros does for educators with the evaluations of tests. "The reader must

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[1] Chui-Chun Lee, "A Preliminary List of Geographic Subject Headings for Asian Countries", (Library Resources & Technical Services, 17:4(Fall 73), p.406.

[2] Near East and North Africa An Annotated List of Materials for Children, (N.Y.:Information Center on Children's Cultures, 1970) p iv.

[3] Joe E. Pierce, Understanding the Middle East, (Chas.E.Tuttle, 1971), p.14.

[4] Frank E Stone of World Education Project, University of Connecticut, Storrs; see for example, Eliezer Manneberg, "Water in the Middle East", [n.d.], p.1.

now draw his own conclusion from the evidence in the annotation and the reviewer's opinion implicit in the review.[1] De Angelo goes on to describe services for noting ranks of books to be printed, specialized media such as Bookbird, not available at URI, for international foreign published books, Science Books, A Quarterly Review.[2] The Perspectives in Reading Series from International Reading Association are scholarly and easily read summaries of educators who recognize and demand quality. Helen Huus says "Literary criticism refers to the making of judgments regarding the values, merits, and faults of books, using criteria that have been established."[3] Sebesta humorously points out the plight of elementary child of the future who is so programmed as to developmental level that autonomy is lost."... So the study of children's interests, the use of interest inventories,...[are] only as a starting point. The extension of interests must not be sacrificed."[4] I use that as justification to give intuitive rating on what age child will read books reviewed in this bibliography; but I am not in full accord with Stafford who represents range of art-literature critics who say that the critic is come so open minded to a piece of writing that it is received as a"unique creation ."[5]

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[1]Rachael W. DeAngelo, "Media for Disseminating Critiques" in Evaluating Books for Children and Young People , edited by Helen Huus (IRA,Perspectives in Reading No.10, 1968),p.116.

[2]De Angelo, op.cit, pp.117-123

[3]HelenHuss, "Literary Criticism Abroad",, in Evaluating Books,pp.57-58.

[4]Sam Leaton Sebesta, "Developmental, Interest and Reading Levels", in Evaluating Books, pp.16-21.

[5]William E.Stafford, "Critic,Fact, Fiction ", in Evaluating Books, pp.1-8.

A tangent study to reviewing procedures is that of translations, both as it applies to reviewing books that have come in from another tongue and to the re-writing of materials that are good at adult level but which are over-simplified or false in viewpoint. Groff cites the volumes of biographies on children's level which are a rehash of adult books at the worst and attempt an unproved theory of identification of child with adult motives.[1] Painter addresses herself to aspects of the international translations which are limited by publishing techniques, difficulties of accurate translation of local idioms and slang, as well as tastes-pigs and dogs are taboo in Muslim story telling.[2]

The art of preparation of any material and its content are important and in that respect I was glad to discern the useful, final standard of what is valuable writing for children in an author's viewpoint:

> Three conditions are present...in [writing]...I am the only one who can write this...in bad writing...things happen arbitrarily and haphazardly, without any connection with child's experience or ideas...[results] does not amuse child, but damages his way of thinking...Folklore plays most import role...local color... local charm...Writers [fail] because they are in love with the message it might bring.[3]

Children will be the final critics in what they like in fiction or non-fiction. The assumption is usually made that non-fiction with its need for clarity, accurateness, and development of message will escape the artist's touch. I contend that non-fiction for children, text books, and the adult geared pedagogical tomes all succeed only when the author and publisher have used this precise artistic feel.

The relevant sections of over a dozen hardbacks on current social studies theory were reviewed after recent periodical evaluations gave trends to test out. The chapters in Travers and positional statements in essays in

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[1] Patrick Groff, "Biography: The Bad or the Bountiful?", (Top of the News, 29:3, April 1973), pp.210-217.

[2] Helen Painter, in Evaluating Books, pp.36-56

[3] Isaac Bashevis Singer, "Are Children the Ultimate Literary Critics?" (Top of the News, 29: 1, November 1972), pp.32-36.

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Social Education, and the Social Studies indicate that much research has not been conclusive and were limited in duration; so while certain theorists sell their concept-strategies models to publishers, the sensitive teacher still must choose between a path loaded with complete recipes of "How to do it" and one where her/his time after school hours is spent in preparation of tailor made materials. Spodek pleas for a balance between faith in programs and teacher education and underlines the teachers needs:

> It is too much to expect teachers to invent curriculum experiences all the time. To be useful, however, programs need to be exemplary rather than prescriptive...help teachers to see what can be done with children, to help them identify some of the ways that experiences and materials can be organized, show them how local resources can be used, and suggest different ways of integrating and extending children's learning.[1]

He defines three trends of the past two decades as being the social studies framework. First there is the expanding community, second the social life developmental needs, and more recently the specialists discipline [Which sounds very erudite to say the child is studying anthropology at primary level!]. The subtlty of thinking comes in when the teacher realizes that the social studies is more than intellectual life and that socialization of the child is not the sole responsibility of the teacher.

The main thrust still is that specialists in fields are now dictating the subject matter content, and methodology stresses the process of learning.

Certain names stand out as those who clearly communicate essentials of educational theory. Ones that seemed to be most lucid were Taba, Michaelis,

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[1] Bernard Spodek, "Social Studies for Young Children: Identifying Intellectual Goals," (Social Education, 38:1(January 1974), pp.40-52. p.52 cited.

Hanna,(Joyce, , and Preston. Taba, before her death in the late sixties, had been the spokesman for those whose research on teaching thinking enabled educators to use teachable and learnable aspects of thought-theory[1] In attempting to synthesize theory that is directly pertinent to developing the bibliography I looked for ways that authors related this process to concepts of culture, especially values definition and concepts development. One such article was Ryan's Inquiry-Conceptual Model where he uses Taba's Social Studies Curriculum(also known as Contra Costa Curriculum Project) to lead student from generalizing to particular aspect to decision making levels of conceptualizing.[2] Taba's teaching pattern of sequencing teacher's interactions to use all important variables is well charted by Hanna including a good emphasis on evaluation. The spiral development concept is also graphically shown.[3] Most important though was a realistic structure of school program with multiple patterns which "Imply that the same attention will be given to the non-Western world as to the Western world ...in the selection of nations to study in depth,geographical areas as well as cultural diversity enter into the choice."[4]

Michaelis also has lucid style of presenting his knowledge and patterns of operating. For this study his emphasis on critical evaluation of texts and

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[1] Hilda Taba, "The Teaching of Thinking"(Elementary English,Vol,42 May 1965) pp.534-542.

[2] Thomas F.Ryan, "A Conceptual Approach to Latin American Culture Studies" (Social Education, 37:7, November 1973), pp. 682-686.

[3] Lavone A. Hanna; Gladys L. Potter; Robert W.Reynolds. Dynamic Elementary Social Studies, Unit Teaching, 3rd ed. (New York: Holt, Rinehart & Winston, 1973), pp.42-43.

[4] Hanna, Dynamic Elementary Social Studies, p.66.

of Asian materials evaluation and of values were all signifigant.

The beginning researcher must compare the use of the word"values" in educational literature to the common man's approach to the topic of weather. Everybody talks about it but no one does anything about it. Kneller breaks down values into"dominant and manifest"[1], but Raths is more precise in contrasting beliefs,attitudes, opinions and related words purpose, feeling, aspiration, interest, goal with value. The former are subsumed under latter and become equated with value after five criteria develop: " prized and cherished; chosen... after alternatives; it is recurrent;....penetrates and affects one's life... affirmed upon challenge."[2] Michaelis does not define them but he develops a model fo handle value analysis by examining elements that can be used in any order: "Define terms as actually used; collect relevant facts for use in giving reasons; analyze the reasons for various positions; consider the consequences; clarify and use the value criteria to make judgments; consider ways to resolve conflicts."[3] As one whose education philosophy was in framework of early fifties, I see the whole emphasis two decades later on values as being a reaction to what we were taught was summum bonum creed-be objective, neutral, amoral. I appreciate the outline that Constance McCulloch gave to the Indian teachers when a committee were working out textbooks.To define the "values which are best for the achievement of the goals of the nation" she draws together values under these headings: "Habits of Work, Habits of Thought, Social Attitudes

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[1]George F. Kneller, ed. Foundations of Education, 3rd.ed.,(Wiley,1971),p.54.

[2]Louis F. Raths, "Clarifying Values," in Flemming,Robert S. Curriculum for TodayBoys and Girls,Merrill, 1963, p.319 as quoted in Dynamic Elementary Social Studies, P. 407-408.

[3]John U. Michaelis, Social Studies for Children in a Democracy,(New Jersey: Prentice Hall, 1968; 4th edd),pp.53-56.

and then she suggests that they go beyond national boundaries to the international level. She also suggests that studies of the works of great men in theculture would show what values they subscribed[2] to [illegible] This is important in a culture where democratic values are seen more as leaders' values.

Sidestepping the issue of pluralism[1] the theory of internationalism needs to be reviewed. As mentioned on page two I sift through writings on this theme to select the relevant aspects and arrived at one item by Freeman Butts who concludes that the International Education Act of 1966 is important.[3] Seen against the backdrop of world travelers, chartered air flights, return of veterans and Peace Corpsmen, and host of government related agency technicians whose children were exposed to multicultural schools, indeed Americans should be becoming more world affairs conscious. In the same yearbook Anderson states categorically that teachers attitudes are "main obstacle to change in schools" , but even if they were not there are other large obstacles.[4] An abundance of package units will not instigate what is needed, nor even a description of how people live.But we "must innovate techniques for utilizing data from many societies to demonstrate how the basic factors in human behavior interact with varying circumstances...apply disciplinary analysis to multinational data."[5]

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[1] Ambivalence on who minorities really are, is causing more valid evaluation to come out; for example the Journal of Teacher Education,XXIV:4,Winter 1973 (Washington,DC: AACTE)pp.262-325-the entire issue is on Multicultural Education.

[2] Constance M.McCullough, Preparation of Textbooks in the Mother Tongue (Distributed by International Reading Association, 1968), pp.1-3.

[3] R.Freeman Butts, "America's Role in International Education: A Perspective on Thirty Years" in The United States and International Education The Sixty-Eighth Yearbook of the National Society for the Study of Education,Part I (Bloomington,ILL: National Society for the Study of Education, 1969),pp. 19, 34.

[4] C.Arnold Anderson,"Challenges and Pitfalls in International Education" Cap.II in the 68th Yearbook, p.67.

[5] Anderson, in above place page 69.

There are several carefully presented formats for assisting curriculum committees in text book reviewing or the media center librarian who makes random choices. A mimeographed set of findings by the Asian Studies Curriculum Project has published a useful tool beyond the scope of this paper for the main part, but it does mention over simplification problems. "It is important to recognize both the recondite philosophies and the folk superstitions in all cultures. But to compare the one level in one culture with the other level in another will cause not only confusion but parachial prejudice."[1] He mentions that generalizations should be accompanied by analytical processes that led up to the relationships.

Preston has edited IRA Perspectives in Reading No.12 that delineate ways pupils can be taught to read critically in texts and other materials and I might add, viewing educational television. He calls oversimplification "blurring" and suggests that pupils should be encouraged to look for such examples in almost any type of materials.[2] The guidelines in his book are to be assimilated and are not in as ready format as the checklists of Joyce[3] or Michaelis.[4]

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[1] A.Elgin Heinz, "Treatment of Asia in American Textbooks, A Second Look" Bulletin No. 9, 1965-66, mimeographed for Asian Curriculum Project, John Michaelis, ed. (Berkeley: University of California,n.d.), p.15

[2] Ralph C. Preston, ed./comp.; A New Look at Reading in the Social Studies International Reading Association Perspectives in Reading No.12 (Newark:IRA, 1969),p.29.

[3] Bruce R.Joyce, New Strategies for Social Education (Chicago:SRA,1972),pp.307-9.

[4] John U. Michaelis, in S.S. For Children...; pp.318-20. He suggests a five point scale for twenty questions.

The major portion of this chapter has been to analyze theory which at one and the same time is DILMMA, DIVISION, AND DIRECTION to social studies and library bases for compilation. Those three D's are slightly altered version of the title of Harris Dante's Presidential Address to The Social Studies National Council. His conclusions summarize the present situation for teachers can "deal with controversial issues...to undertake the risks of purposeful teaching."[1] He states that the problem of the 70's with its emphasis on values is not new since decision making has always involved analysis and clarification of values to resolve conflict.

The chart on page 7 outlines seven organizations that will be locations to visit. Only the full titles need be mentioned here.

Data Bank- mentioned by Joyce will be useful to visit (1) materials (2) organization T.C.C.U1PNew York of materials which he mentions as employing HRAF coding outline.

Human Relations Area Files-If I interpret their literature correctly this New Haven, C nnecticut may be harder to visit without assistance of URI-Dept. of Ed. Their subject specialist has also been on Tour Guide in May.

American University Field Service- (1) materials, retrospective (2) to be done Lebanon, New Hampshire

World Education Project- preliminary visit covered materials but slide collection U.Connecticut, Storrs with concept development, e.g. What is a Culture?, would be worth checking

Afghanistan Studies Research Project- visited September 1973; since then the library U. of Nebraaka, Omaha [TELEPHONE CONTACTS] has begun to collate materials direct from Afghanistan including periodicals

Asia Society- (1) materials retrospective available to educator (2) status of N.Y.City updating their bibliographical listing.

Information Center on Children's Cultures- (1)in depth first hand viewing of materials N.Y.City (2) interview Don Morris text book coordinator and review collection of texts.

RW Bowker and other publishers (1) Interview children's book review person. N.Y.City

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[1]Harris L. Dante, "The Presidential Address-Social Studies Education: Dilemma, Divisions and Directions",(Social Education, February 1974,38:2),pp.187-194.

Other field studies are optimal for a refined study, but finances and time factors may eliminate them during this first phase.

Technical aspects of the paper will be refined in field studies but several models for format have been located. The primary goal is ease of access for the random teacher; therefore it is not absolute nor necessarily the best solution to follow systems already being used in presenting bibliography in book form or in using materials on shelves. Dewey Decimal system does not enjoy the sacrosanct position that it once had in library collections. Pellowski[1] files all materials in sequence by country if they are in box or book form. She has evolved a color code and three line entry system for general works according to service request--"ANIMALS, is ani,

IR	would be a film	IR	would be a book
ani	from or of Iranian	ani	from Iran
FIM	animals	J	by an author name beginning with J

In my paper the typing of lists in the bibliography is primary and shelving is problem of the user.

Rawnsley[2] has used a two-page spread in making a comparative guide to indices and catalogues of non-print media which could be adapted for ease of scanning the merits of all items on a topic. The HRAF system seems more detailed than needed at elmmentary school level, but the trip to TCCU Data Bank will confirm its benefits or limitations.

---

[1]Pellowski system is a "working file" open to revision and will be in the Appendix to the final version of this report.

[2]David E. Rawnsley A Comparison of Guides to Non-Print Media ,(Stanford: (ERIC Clearinghouse on Media and Technology, November 1973)

EJames
575-4-75

Wording of short sentence annotations is another technical art. The most usable model has been the IRA annotations which are quite concise compared with the Library Journal ones which are also pithy but in paragraph form. A sample check of one bibliography[1] which has only single sentence annotations begins each with term such as: includes, offers, contains a listing, lists programs, evaluates, gives ideas, describes books, catalog of ideas, tells how. Such wording ability is a real test of ultimate challenge to graduate researcher who expends twenty pages on proposal!

Another possible adaption would be chart form contained in a systems approach to types of literature.[2] A vertical sequence of genre and a horizontal progression of literary understandings were included on one chart. It followed a chart which put cognitive and affective behavioral objectives into five horizontal levels in the various genre.

Possible horizontal divisions:

	Incomplete Data	Scant Data	Useful Data	Excellent
Minerals	TITLE OR CODE	TITLE OR CODE	TITLE OR CODE	TITLE OR CODE
Travel				
Vertical Divisions:				

[1] Marcia Baghban, How Can I Help My Child Learn English As a Second Language? (IRA: Micromonograph for parents, 1972), pp. 12-13.

[2] The Editorial Staff D.O.K. Publishers, "Literature and Creativity-A Systems Approach"(Elementary English Vol.XLIX:5(May 1972), pp.676-683.

ANNOTATED BIBLIOGRAPHY

OF

MULTIMEDIA MATERIALS

This study began with the vision that all printed and filmed items on the cultural area could be located and reviewed within the time allotted. This comprehensive view was changed to a focus on an evaluation of main materials readily available. The material was organized with emphasis on rapid procurement from sources. The design model came from re-grouping sources listed by Kenworthy.[1] Within the five categories of sources there are annotated bibliographies and models for critical analyses.

While a uniform format was not made to analyze each of the major categories, all the types of review are necessary to serve the whole; they are complimentary components. The cultural subject breakdown in section 2.2 is meaningful to the teacher in light of summary of textbook coverage in 2.3. Knowing these basic cultural topics and teaching goals/strategies, the collector uses them in selecting resources from other sections; but is alert to boundaries of usefulness and availability by using the models given in 3, 4, and 5. A representative listing of items within the source areas with strengths and limitations are included. Cross-references are made to other sources which are better suited to present material. Thus the user still has to consult several sections in the bibliography to find materials for any one subject. Familiarity with the text and trade book analysis charts should be the real keys for quick selection of decisive materials on any cultural topic.

---

[1] Appendix A will have samples of the check list for fieldwork data collection which was developed from Leonard Kenworthy, Social Studies for the Seventies, (Blaisdell-Ginn, 1969), pp. 470-474; from John Michaelis, Social Studies for Children in a Democracy,(Prentice-Hall,1968), Chapter 10; "Instructional Media" from Anne Pellowski interview May 1974.

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Description of Sections

1. BIBLIOGRAPHY FOR ADULT INSTRUCTIONAL TEAM MEMBERS

Effort was made to identify minimal basic reading sources to give direction to possible breadth not previously considered in approaching such studies at lower and middle grade level.

2. BOUND PRINTED ITEMS

2.1 General Reference

Listing began with attempt to use only encyclopedias of 1973, 1974 as found in Bibliography Books for Children, 1974 edition,[2] and such minimal use books as atlases, dictionaries, and some special books in science or art. The decision on what to put in section 2.1[3] and what to reserve for either 2.2, 2.3 or 5.1 is arbitrary. Expense of purchase and possibility of locating in nearby reference library determined the main choice. Models of analysis had to use older editions but a short, brief overview of new items in the American Library Association convention at New York City increased the usefulness of the list.

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2 Markun, Patricia Maloney and Lane, Joan Toussaint, Bibliography Books for Children(Washington,D.C. Association for Childhood Education International,1974d), pp. 78-81. [Note: The code for standard bibliography works consulted appears on section 1.2; references will be coded for the remainder of this paper using that key.]

3 [Note: References to books included in the section on trade books especially, as well as all other numbered items are coded by Section number, decimal point, sub-section, dash, and entry number; thus Amos is 2.2-8.]

2.2 Trade Book List

Contains spectrum of books from those regularly used over period of ten years by the reviewer to those of minimal use and not available for annotation verification. In other words the word of the bibliography consulted determined the usefulness; but less than ten per cent of the books cited fall in this category. Sources expanded from those leading publishers in the North American bookseller category to multi-continent and multi-lingual. Infrequent,obscure items as well as out of print items might be obtained from persons listed in 5.3.

My view is that there must be one good item in a book with no other use. There is such a minute body of good material for these three countries at elementary school level that inclusions must take those whose use is to assist school instructional teams in developing critical analysis of points of view. The users, teacher and pupil, will discern errors more readily in areas of picture titles, population charts than they can see biases in oversimplification. A description of cultural topics follows the section lists.

2 3 Text Book List

In theory the textbook has toppled from its pinnacle in the classroom. The reviewing and listing of materials in this section recognizes that textbooks are only one of the equal inputs in learning. They are not the core item supported by all other materials. The cultural topics can be reference material for any school subject; but the texts reviewed were only in social science area. A familiarity with the authors can alert one to a story by them, such as Alice G. Kelsey, in reading textbooks. Emphasis is made on organization of teacher helps and thinking skills.

Reviewers should describe each book on its own merit. In trade, text, and multimedia reviews, the assumption is often made that all books in a series are of equal quality, or that an entry in bibliography assures usefulness. Amos' book(2.2-8) could have been placed in textbook section; but other than fact that arrangement includes series of activities for thinking about the country, it is just as good a general reference for reading on literary quality as are the series books of publishers like Lippincott (2.2-78). Therefore the reader will find an occasional publication that looks like another breed in the trade list.

3. AUDIO-VISUAL ITEMS

3.1 Kits

Arbitrary inclusion of a transitional item, simulation games, kits, and such grouping of instructional aids is put with items that are also termed software, hardware. Items chosen are for minimal use since neither applies both to age and culture level criteria. The one kit has highschool level learnings, and the simulation game is a thematic study on spaceship Earth.

3.2 Films-Casettes, Records, Slides Filmstrips

Comprehensive coverage of fourteen films by one company, five filmstrips, two ethnic music records were reviewed. Secondary source reviews yielded documentary casettes, 8 mm films, commercial or free slides, films. Items as listed in bibliographies had changed distributors or were not available for viewing (unless one was in media-center).

3.3 Maps- Overhead Transparencies-Realia

Limited coverage of commercial maps, includes reference to 4.2 National Geographic Educational Services. Overhead transparency of one company.

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4. SERIAL ITEMS

4.1 Stamps

Points out possible learnings from analyzing collections or catalogue coverage of region since the government determines what issues are covered from their political, economic, social structure. One model given.

4.2 Magazines- Adult and Children

Samples of recent articles from adult publications mainly popular rather than technical or scholarly journals; inclusion of two types of children's publications described.

4.3 Newspapers

Coverage similar to 4.2 with stress laid on clipping file and sources of international English daily editions found in reference library.

5. LESS TANGIBLE ITEMS

A general cluster of harder to procure, but more valuable sources from handouts to people.

5.1 International

Publishers or contacts overseas who act as intermediaries in supplying item.

5.2 Political or Commercial handouts, low cost

Limited to non-US Government(items that were covered elsewhere), definition of procurement problems and procedures.

5.3 People

Lists types and reservations, biases possible in such people; recommendations of possible addresses which parallels lists in 5.1

6. The Future

Findings of possible new publications within one of above sources from discussions with authors, distributors, and publishers. Presents analysis of gaps in cultural listing.

This is the working list code, highly adjustable according to size of the collection. Those who want a more precise breakdown would use the seventy items of the Human Relations Area Files. The Information Center on Children's Cultures developed this list from the user request frequency. In this bibliography the individual items about Iran, Afghanistan, Pakistan were alphabetized by author and entered on a chart of the subject and cultural areas. Clusters of concentrations in history, animals, social life, literature, pseudo-or real folklore, and topography. Other items such as health reflect the lack of definitive body of writings at adult level, or a legitimate unsuitability at level defined in this bibliography. Examples of the latter included poetry and drama which are, along with economics, best treated at highschool level. For the sake of brevity in definition some of these are here clustered together, whereas in practice a notebook page for each area would be used with card file to update the possible sources on subject. The limits of how these terms are applied to special Iranian, Afghan, Pakistani areas are now considered.

Animals and Plants-The biological species in this part of the world sometimes are the same as the subcontinent and some reflect the migratory patterns into Europe. United Nations related projects, the German zoo in Kabul, Horst Erdman publishers in German, Kew and Edinburgh Botanical Gardens, Bombay Natural History Society, have more emphasis at adult level than can be found by cursory visit to the American Museum of Natural History. Professor Twomey of University of Pittsburgh, Pa. has some source material. This article then reflects the random mention of animals and plants and is connected to transportation, food, social life in selection.

Architecture-minimal amount of mention was found and is subsumed under art because as Islamic form the Taj Mahal, Timurid mosques and towers are masterpieces. A section on social customs is another cross-reference.

Archeology-this area tends to be harder to grasp, but the pre-history of many unknown civilizations as well as the digs of the greatest in world have variety of facts.

Art-there is opportunity for being more or less inclusive here. The related live arts of dance and drama tend to go with poetry and literature. The graphic arts with miniatures (Persian and Moghul), calligraphy, surface decoration of architecture, pottery and ceramics, carpet knotting and tapestries have long been omitted from world overviews of art schools. Much stress on paintings neglects the book illustrations. The Ghandarian Graeco-Buddist forms are not emphasized in this paper, but the northern Pakistan area and belt on through Afghanistan toward China are best sites of "digs". Much at adult level needs study not suitable for this grade level; also the best finds of the mixture of Greek-Bactrian forms are just now being unearthed in northern Afghanistan. It remains for Nancy Dupree and French archeologists to add to our knowledge of them. This paper,then, will stress Islamic forms. Alabaster and lapis lazuli in Afghanistan; turquoise in Iran will be other sub-themes of art finished products and raw materials.

Biography- no more heroes? Written use and disbuse of biographical accounts tend to be more exciting to the dispenser of learning than to the child. Perhaps the Landmark records and the brief inclusion of simulated voice of Abdur Rahman on record will stimulate more interest in biographical accounts. The leaders of empires, living and dead, the intrepid encounters of

Marco Polo and his importance as prototype of foreigners from the Christian civilizations who were trusted in empires to manage affairs of leaders who could not trust the local groups. Finally, the strategies of innovations in the culture as described in anecdotes as legends of the leaders can challenge some students. Facts that can excite the indepth thinking at later date of schooling are the limits here.

Civilization -subsumed as biography into history area; the stress here is on time lines to give data base of facts. The lists are usually in simple graph form. Amos(2.2-8) livens his up with simple figures. Models for translational thought patterns are possible with the learner exposed to several and given opportunity to make his own.

Clothing - minimal findings occurred in printed texts on this. The pictorial styles, processes of making, rather than reasons for some. Dimensions of women's social system in Islam involve clothing but it is also found in facts about social life.

Communication- the new emphasis upon the term, through discussion of appropriate distances for one's bubble of air are not used; the data tend to describe traditional written and technical methods.

Dance and drama- see section on music.

Economy- see section on Economy and Resources also. Simplified treatment is usually given in the books in series by country.

Education- idea overlaps with schools as study and teaching, minimal entries were made here. More stress was put on how the young were brought into customs of the culture.

Folklore- Learning data in this area gives opportunity for critical analysis of suject sources as discussed in Baghban (2.2-10,11). Put under literature in this study.

Food - This subject has tasty possibilities with facts from recipes to uses of spices, and processes of obtaining salt from mountains. See health.

Fun- is the elementary word for recreation with its broad connotations to include picnics, sports such as tent pegging, polo, buzkashi, wrestling, and indigenous children's games.

Government and politics - types in simplified form, how they do and do not depend on the Islamic way of life are included, with party systems or the lack of them developed through models mentioned. Difficult area to use.

Health - is another theme like technology that is not given broad base of facts in literature. The statistics are of expandible variety. Important aspects of Iranian conscription service in elimination of hazards to good health; need for people resources; preventive medicine; education of people, availability of medicine; national disasters- floods annually, famine, earthquakes. Medicine as an historical theme with classical biography of Ibn or Avicenna, philosopher, scientist is treated.

History - is related to areas of civilization and biography, and is the word most often in the index in connection with old concept of culture as being the refined, elite expressions of a civilization. With the trend to emphasize sociology and communication systems, the historic approaches are less easy to define and use. The facts as arbitrarily decided by authors are hopefully to use wisely.

Holidays- are treated as celebrations of national and religious event commemorations. The largest in Iran, and of equal importance to ramazon related ones in Afghanistan is the spring new year festival; while Pakistan emphasizes the religious Islamic days and the aculturation adoption of Christian and Hindu days.

Language, Literature, and Poetry. This cluster relates language to the technical structure, literature to the classical writings, present fiction coming from the country, and oral folk history forms especially riddles, legends, and fairy tales. Only about three sources could be documented as folklore in the scientific sense and are annotated accordingly for their ideas. Pseudo-folk lore abounds and is seldom documented in commercial descriptions of the author's credentials. The main poets are mentioned as historical figures but their style of writing has not been brought into English except for the Persian Firdusi's Epic poetry (2.2-12).

Music, Dance, and Drama. Sophisticated area of study for this level. Other than national dance of one ethnic group in Pakistan and dervish order in Iran, the main ideas are on the instruments. The Attan in Afghanistan is done by men and women, but not in mixed company. History of lute indicates it is indigenous to area. Variety of instruments is mentioned, especially drums. The social connotations are not always favorable in ethnic minority areas, so answers varied when cross-cultural writings indicate types and uses.

People(s)- an area more specialized into ethnic descriptions and related to urban and rural, mobility and permanent residence populations.

Religion, Social Life and Custom, Study and Teaching-- are the areas of traditional elementary school social studies of culture. Facts in these are reflections of non-Islamic viewpoints in most materials written by:

(1)western tourists,(2)superficial scholars, and (3) the country national who has become hybrid in cultural view and glosses over painful problems. How Islam as first of all a way of life and secondly as

a transcendent view of God, and third as an entrenched fatalism in daily living are part of global concept is difficult for the non-middle-easterner to grasp. Careful presentation of the best fiction, folklore, including riddles and proverbs will lead one closer to seeing major patterns in these areas of study. The spirit of the peoples has been most developed in Iranian writings for children. Ali, Baghban, Kayeum, Amos have succeeded in introducing aspects of the total Afghan way of life. The items included in the area study analysis are thus usually put under social life and custom. Religion deals with the technical, observable rituals of Islam and the occasional mention of minorities from other religions within the borders of the country either in past or present, Study and teaching with the formal methods of schools traditional through village religious teacher and the twentieth century government schools.

Resources- Exploration and exploitation by foreign investment groups and major economic concepts and facts for them are better treated at secondary school level. Elementary age learners can deal with facts to discern the conservation aspects of water and petroleum usage, to chart the existence and amount of other major resources in the area, to learn eco-systems of fish, game.

Transportation - is area where stereotypes exist. Possibly the over-simplification of maps. The overland highway concept, London-Delhi, by bus and train has vied with air-sea routes since the late sixties. The closing of the Suez Canal stepped up finding routes through Russia. The camel on the snow lines of the Hindu Kush, the yak higher up in Pamir's, bus loads of sheep inside and people passengers on top are present with the best jet services in the world.

Key to Abbreviations and Symbols

1. Abbreviations to bibliographies annotated in Section 1.3 and 1.4 and used in annotations in all sections:

Asia A Guide To Books for Children, 1966.	AAG
A Guide to Films, Filmstrips, Maps and Globes On Asia, 1967.	AATF
Bibliography of Books for Children, 1974.	BBFC
The Near East #5407, 1970. (Full Title: The Near East and North Africa: An Annotated List of Materials for Children.)	TNE
Supplements to the above are single sheets listed by the country.	TNE-L
Multicultural and World Minded Teaching, Second ed, 1973	WEP

2. A set of symbols at left side of bibliography entries:

Judged worthy of a core collection on the cultures studied.	*
Included in Section 6 considerations for future anthology	/

3. The subject and culture areas used in screening:

animals	ANI	history	HIS
architecture	ARC	holidays	HOL
archaeology	ARH	language	LAN
art	ART	literature	LIT
biography	BIO	music	MUS
civilization	CIV	people(s)	PEO
clothing	CLO	plants	PLA
communication	COM	poetry	POE
dance	DAN	religion	REL
drama	DRA	resources	RES
economy	ECO	rural areas	RUR
education	EDU	science/technology	SCI
folklore	FLK	social life/custom	SOC
food	FOO	study & teaching	STU
fun (recreation)	FUN	topography/climate	TOP
government and politics	GOV	transportation	TRA
health	HEA	urban areas	URB

1. BIBLIOGRAPHY: FOR ADULT INSTRUCTIONAL TEAM MEMBERS

1.1 Authors of Books on Area- Afghanistan, Iran, Pakistan: A Sampling

Dupree, Louis; Albert, Linette. Afghanistan in the 1970s. New York: Praeger,1974.

Frye, Richard N. Persia,rev. ed. New York: Schocken Books,1969.

Fodor's Islamic Asia. New York: David McKay, 1974.

Siddiqui, Kalim. Conflict, Crisis and War In Pakistan. New York: Praeger, 1974.

Sweet, Louise E. Peoples and Cultures of the Middle East, Vol.1: Depth and Diversity. New York: Doubleday, 1970.

_____. Peoples and Cultures of the Middle East, Vol.2: Life in the Cities, Towns, and Countryside. New York:Doubleday,1970.

Taylor, Alice, ed. Focus on the Middle East. Praeger: 1971

* Wilber, Donald N. Annotated Bibliography of Afghanistan, 3rd Ed. New Haven: Human Relations Area Files Press, 1968.
A review of the annotations gives one a comprehensive view of subject matter covered in this country. Wilber is an author on books about Iran and Pakistan also.

1.2 Authors with Provocative View Points on Cross-Cultural Learnings

Gheddo, Piero. Why is the Third World Poor? Mary Knoll: Orbis, 1973.

* Fersh, Seymour. Learning About Peoples and Cultures. Evanston: McDougal Littell, 1974.

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1.3 Basic Collection of Required Reading for Teachers of Elementary Age Level

* Association for Childhood Education International. Children and International Education. Washington,D.C.:ACEI, 1972. $1.75.
Ten articles to give framework of proceeding with this aspect of the curriculum. Should be required reading for course in curriculum. Standards for book, film, record selection are given. How to use people as resources, and how to avoid the stereotypes and prejudice are two others.

Useem, Ruth Hill. Studies of Third Cultures a Continuing Series... East Lansing, Michigan: Institute for International Studies in Education, 1971--
This aspect of education is related to cross-cultural learnings because it treats of the several hundred thousand Americans who have world-wide mobility as dependent children. The term third culture is not to be confused with third world. The former describes that state of culture acquired by extended living away from original culture; Pearl Buck was such a child.
The materials are expensive; but the first item in the series is especially valuable: Number 1: Education of Third Culture Children: An Annotated Bibliography, 1971 with supplement, 1973.

* Stone, Frank A. Multicultural and WorldMinded Teaching, Second Edition. Storrs, Conn.: World Education Project, University of Connecticut, 1973.
Eighteen pages of sources for studying and teaching about cultural diversity, global order, and the Third World are listed under the eight headings used in the World Education project. Excellent sources. The bibliography would be more useful with author index at end. This project is in vanguard of educators who know and practice suitable strategies for quality units of study. Slide sets are available for viewing such learnings as "What Makes a Culture?" Secondary units on Middle East are excellent

1.4 Bibliography for Building Collections of Materials(Alphabetical by Supplier)

AMARA, Boston: Mass. 02118 PO Box 18217.

The Arabic Alphabet. (2.2-22) Items apply basically to definition of area excluding Iran Afghanistan, and Pakistan, but this gives good beginning understanding of shared parts of culture. Other lists of readings are available. Speed of mailing poor.

American Geographical Society, Broadway at 156th St. New York 10032.

"Since the Library's geographical holdings, especially its collection of serials are considered to be most complete, the bibliography guides to publications in the discipline," description of one of their services. Main materials are Focus, and maps of World for elementary school purposes; although prices should be compared to commercial distributors'. They were not equipped to have staff immediately find back copies of Focus on random visit there.

Asia Society, Inc.112 East 64th Street, New York N.Y. 10021.

General interests of members and staff lie toward Far East; but Area Council chairman gives resource people's names. The main bibliographies for children's materials are now out of print. Material is not as useful for Afghanistan, Iran (no entry) Pakistan as that of The Near East (see entry below) in Asia A Guide To Books for Children, 1966. A Guide to Films,Filmstrips, Maps and Globes Records on Asia Supplement Including a New Supplement, 1967. This is a quality resource selection tool. It also appears on ERIC microfiche, with stress laid on availability, summary, and evaluation included. Costs are obsolete now however.

Association for Childhood Education International. Washington,D.C.:ACEI, 1974. Bibliography Books for Children by Patricia M. Markun and Joan T.Lane. Used for basic reference collection, not useful for cultural areas studied in this bibliography.

1.4 Educators Progress Service, Inc. Randolph, Wisconsin, 53956.
Suttles, Patricia H., and Hartley, William H., Educators Guide to Free Social Studies Materials, Thirteenth Edition, 1973.
Source is revised annually. Documentary tapes, free films, slides, printed materials. Used in this bibliography for Section 3.

ERIC Clearinghouse on Media and Technology. Rawnsley, David E., A Comparison of Guides to Non-Print Media, November 1973.
Indices and catalogues printed since 1970 of special interest to educators are listed as to media, level, availability, frequency, cross-indexing, publication dates, primary audiences, running times, content summaries, reviews-evaluations [Errata section lists sources of reviewing non-print media], producers, distributors, prices.

Folklore Forum, 504 No. Fess Ave, Bloomington, Ind. 47401. See (2.2-11).
Lists Bibliographic tools for folklore, topics within the field, author, and area index and is valuable study by native Afghan scholar on the Middle Eastern folklore. It is designed not for specialists but for "those not concentrating on Middle Eastern folklore but are ...interested in acquainting themselves with the scholarship."(Forward to the publication.)

*
United States Committee for UNICEF, Information Center on Children's Cultures, New York, New York 10016. Annotated lists of printed materials for children, to locate and choose children's books and other printed materials on areas. The Near East #5407,1970 and the Lists by country for Iran, Afghanistan, Pakistan which update the work are the core group of books selected for this bibliography. The Director, Anne Pellowski, and Head of School Services, Don Morris, were among the key resource people in organizing this paper.

2. BIBLIOGRAPHY: BOUND PRINT ITEMS

2.1 GENERAL REFERENCES

Atlas of World History: From the Beginning to Alexander the Great, 1970 ed. S.v. maps of "Alexander the Great," "World at Death of Alexander," "Persians Invade Greece."

_____: The Dark Ages, 1970 ed. S.v. "Arab Conquests," "The Old World in 1000 A.D.," "Islamic Emirates," "The Old World In 400 A.D.," "East Asia 751." These volumes are light enough for student to handle. Presents theory that Battle of River Talas was battle between two sets of Turkish tribes; that is that some were Chinese and Turks and others were Arabs and Turks.

Atlas of World Wildlife, 1973. S.v. "South East Asia," "Endangered Species," "Maps of Eight Zoogeographical Regions--Steppes, Deserts," "Northern Asia." Estimates migration of wildlife from Afghanistan to India. Erroneously treats hoopoe as being only in Africa. Describes hedgehogs, jeroboas, gazelle, wild ass, camels, monitor lizards, rook, bobac marmot.

Book of Nations, 1964. This is an older volume by Rand McNally which appears in public libraries, often in children's rooms. Each country is given half-page treatment with identical format: Capital, Chief cities, Population, World Rank, Elevation, Area and Location in Outline Map of Political Surroundings, Form of Government, Flag in Color, Principal Languages, Monetary Unit, Dollar Value, General Topography, Climate, Principal Products. Suitable for middle grade average reader who is learning to outline.

Britannica Junior Encyclopaedia, 1970 ed. S.v. "Afghanistan". Has useful subheadings of Landscape, Climate, Plant and Animal Life, The People, The Economy, Transportation and Communication, Education, Government, History. Reliable estimate of ethnic divisions places Pashtuns at about sixty per cent, Tajiks at thirtyone percent of population and includes Hazara and Uzbeks in remainder. Schools are defined as being religious and public with somewhat misleading implication that most children attend public school. No mention is made that very few children actually attend school.

Catholic Encyclopedia, 1965 ed. S.v. "Afghanistan," by Albert J. Nevins. This McGraw Hill publication is still on open shelves of book room for young adults in the Donnell Public Library of New York and is therefore annotated. Author takes the minority viewpoint of geographers when he lists the Hindu Kush as being a range of Himalaya. Confusion on actual heights of peaks is evident between text that declares heights at 25,000 feet and caption that they reach no more than 16,000. A more subtle error occurs in statement under religion: "The rulers have refused to allow Christian instruction in the country, even for foreign children." The constitutional government allowed foreign schools to exist and described no circumscribing of curriculum in them. The general wording of text is indicative of early sixties which called developing countries "underdeveloped," and accentuates the negative.

Childcraft How and Why Library: People and Places to Know, 1974 ed. See Volume 9, s.v. Prayer Rugs"; Volume 10, s.v. "Mecca", "Khyber Pass." Good word study on "real Mecca" "Haji" and excellent black white photos of Khyber pass Durand Line region.

Children's Picture Atlas of the World, 1966 ed. S.v. "Asia" by Dorothy W. Furman. Number of maps is good, especially the full page political, physical, and Southwest Asia one. Many cities of Iran and Afghanistan are included. Weak of West Pakistan.

Encyclopedia of Animal Life [n.d.] Also published as the International Wildlife Encyclopedia. . Part 55, pp.1517, 1518 describes the Mouflon European mountain sheep and details the scientists' dispute whether there are six or two species. Part 56, p.1552 describes the mynah bird.

Encyclopedia of the Animal World, 1972 ed. Minimal treatment in this 21 volume set originally published in Lausanne, Switzerland. Hoopoe adequately covered in volume 11.

Illustrated Encyclopedia of the Animal Kingdom, 1972 Includes snow leopard in list of endangered species. Useful to middle grades with dual index of complete set and within each volume.

Land and Peoples, 1972 ed. S.v. "Afghanistan," by Abdur Rahman Pazwak. S.v. "Iran," by Mehdi Yakil. S.v. "Pakistan," by I.H. Queshi. S.v. "Indus River". The three gentlemen who wrote articles for their countries are the only primary authorship signatures in references reviewed in this section. The article on Indus shows most recent international projects to produce hydrolectric plants. A delightful picture is given by Pazwak: "On the map the country [Afghanistan] looks like a tortoise with an outstretched neck. The neck of the tortoise is the highest part of the country, the Wakhan panhandle." p.48

* Merit Students Encyclopedia, 1967 ed. S.v. "Afghanistan, by Donald N. Wilber. Excellent format for elementary grades with major headings: Physical Geography, The People..., Economic Activities, Government, History. Half-page map indicates terrain, railroads of surrounding ports, major cities and towns; smaller map shows thrust arrows on invaders' routes with names and dates. Weak on holiday coverage.

New Catholic Encyclopedia, 1967 ed. S.v. "Afghanistan," by L. Mascarenhas. Much smaller article than appeared in 1965 edition cited above; but reference to Nestorian era, Jesuit missionaries in 17th century, and Little Sisters of Jesus' efforts in past decade are signifigant for comprehensive research purposes.

* Peoples of the Earth, 1974 ed. This is unsurpassed for research approach of advanced students who wish to approach cultural studies from viewpoint of social scientist fields. Volume 15 has pertinent articles. Grolier Educational Corporation is to be commended; for both this and the new editions of Childcraft by Field Enterprises are cognizant of need to sensitively accurately select authors who present varying points of view.

World and Its People, 1967 ed. S.v. Volume 30 index entries: "Afghanistan," 120 entries; "Iran," 250 entries; "Pakistan", 140 entries. S.v. "The Iranian Plateau: Iran, Iraq, Afghanistan, Pakistan." Excellent outline for each country: Land, People, History, Fine Arts, Literature, Music. Population, major industries, mineral resources and main oil wells, fundamental dates in Iran history; utilization of soil in

Afghanistan; also treats mineral resources and processing industries in Afghanistan. Some oversimplification occurs in history of how the British came into Afghanistan and retreated; mileage is understated by fifty miles in relating distance from Kabul to Peshawar. A more serious outdated statemnt occurs in stating, "Nowhere in the East has the face covering such an absolute and strict form." This reviewer can document that the clusters of holy places such as Meshed in Iran, and all others in Middle East where fanatical males tend to endorse the code more strictness occurs than in many parts of Afghanistan. Populations to the immediate east in Pakistan have the same ethnic group and great zeal in keeping women veiled.

The World Book Encyclopedia, 1973 ed. S.v."Afghanistan," by Paul L. Hanna. Represents usual format of this popular set of reference works; there is some tendency to oversimplification in describing city and country architecture; the nomads; and most disappointing of all: transportation makes no mention of Asia highway from the European countries. The paved road to nearest Russian railroads in north has also tended to vie with the Khyber in the importing of products from Europe.

Worldmark Encyclopedia of the Nations,1971 ed. S.v. entries for "Afghanistan," "Iran," "Pakistan" are all by M.Yusufbuch but sources seemed to be re-hash of western viewpoint.

Young People's Story of Our Heritage,1966. S.v. "Three Moslem Countries," by V.M. Hillyer and E.G. Huey. Not recommended as it tends to be recipe box of generalizations! Stress laid on poor roads, exotic life and facts are not reliable.

2.2 TRADE BOOKS ANNOTATED LIST-BY AUTHORS

1. Alberts, Frances Jacobs. A Gift for Genghis Khan. New York: McGraw Hill 1961. 110 p. Glossary of words. B/W sketches of yurts.
Nine chapters develop plausible historic adventure of boy with Genghis Khan.

* 2. Alden, Carella. Royal Persia: Tales and Art of Iran. New York: Parents' Press, 1972. 2 page glossary. 2 page index. Reproductions. Map.
Ten chapters orient reader to flying in and out of city. Excellent overview, but Herat as art center is omitted on the map and text. No treatment of Bihzad school of miniature art.

3. Alexander, Arthur. The Magic of Words. Englewood Cliffs: Prentice Hall, 1962. Nine chapters. Index.
Minimal treatment of Persian. Decoding of old Persian by Rawlinson.

4. Alexander, Michael. Offbeat in Asia. New York: David McKay, 1960.
An account of 18,000 mile trip in Turkey, Iran, Afghanistan. Chapters 13-19 deal with Afghan territory. Included for the description on pages 143-148 of surface decoration of Minaret of Jam.

/ 5. Ali, Mohammad. The Afghans. Kabul, 1965.
A small light weight book useful for overview of customs, topography, and the legends, proverbs of the Afghan people. The author was pioneer among his people in writing articles in English and educating his daughters. His sense of humor and deep wisdom are not seen in all his writings. The collection of 100 proverbs appeared in collection made by Dr. Christy Wilson, Jr., but sources vary. Some are couplets from Persian poets. The game of "First Snow" is a hilarious one that could make a good picture story book theme for young children, pp.48-49.

6. Ali, Salim. Hill Birds of India [n.d.]. Bombay. Natural History Press.
A popular version for bird watchers with full color illustrations. Oxford Press has a series in press up to eight volumes to treat subject in depth for sub-continent and some Central Asian species.

7. Allen, Jack D. Three Golden Peacock Feathers and Other Afghan Tales. New York: Carlton Press, 1964. 14 water color full page illustrations. Author drew on eight years work experience for his drawings and collection. Book is out of print and had not been verified for authenticty by Baghban. Valuable for possible anthology of literature in English.

* 8. Amos, Harold. The Story of Afghanistan. Cincinnati: McCormick-Mathers Division of Litton, 1965. Index. Map. Glossary. Time Line. Part of Global Culture Series, Kimball Wiles, ed. This series is successful with children from third culture situations studying in Afghanistan, Iran, or Pakistan. Author with his wife and family lived the realistic approach that is followed in this cross-cultural study. The editor asked the popular James Michener to recommend the one to cover Afghanistan. Amos does not plan to revise the text. The publishers should correct: flag color, captions on pictures p.45, 10; number of provinces and update the government change. With skill,a set of pictures taken ten years later could demonstrate the urbanization of Kabul, p.24. A realistic factual base is here to use with films, realia for understandings.

9. Azaad, Meyer. Half For You. Minneapolis: Carolrhoda, 1971. illus. Take Iranian theme of thread, sun, and universal work and weave them into picture story is recipe for success in this book. Five of many well produced Iranian books have been translated and reproduced for English speakers. Translation tasks are not always done to original writer's satisfactions.

10. Baghban, Hafizullah. "An Overview of Herat Folk Literature," Afghanistan: Historical and Cultural Quarterly, 21:1-2, 1968. 51-62, 81-88.
Author claims no attempt to simplify his professional studies for children, but his style is lucid for primary source value. Article is not commercially available,but author could be persuaded to assist. Sections: Introduction, Folk Plays, Folk Stories, Proverbs, Riddles.

11. Baghban, Hafizullah. Folklore Forum, Bibliographic and Special Series, No.2, 1972. FolkLore Forum series editor-in-chief, John M. Vlach. 504 No. Fess Ave. Bloomington, Ind 47401.
Reviewers will question the location of this document with easier items, but alert twelve year olds can use the data in Introduction: Folklore and the Advent of Islam, with excellent definition of the various names for Middle East and delineation of why folklore became part of culture. Current native attitudes, scholarship precede a historical study.

*12.Bahar, Mehrdad. Bastoor. Minneapolis: Carolrhoda, 1972.
Publishers justify idea of simplifing proper names and leaving out references to mythology. Story varies the theme of David and Goliath. Idea came from Shahnama.

*13. Bahrang, Samuel. The Little Black Fish. Minneapolis: Carolrhoda, 1971.
Another book published by the Institute for the Intellectual Development of Young Children and Young Adults, Tehran, Iran. A phonograph record is also available in Persian. With the right intermediary to send the book from Iran with the record there would be audio-visual opportunity to relate language learnings to concrete situation. Anne Pellowski has done this in the Children's Center with Alphabet books and charts.

14. Barter, A. R. Learning Language, The Comparative Method. New York: Philosophical Library, 1970.
Limited use but chapter which covers Arabic Attributes pp. 108- 122, describes how Persian and Arabic intertwine. Charts, such as 122, give English word followed by columns which relate Arabic, Persian, Urdu to Turkish, Swahili, Malay. Cryptics challenge children and these provide additional usefulness in that they are not invented.

15. Baumann, Hans. Sons of the Steppe: The Story of How the Conqueror, Genghis Khan was Overcome. New York: Walck, 1958.
Theme of war-oriented individual conflicting with pacifist is useful and accepted, at least to reviewers! (See BBFC, and ESL 1969).

* 16. Beck, Ruth. The Story of Pakistan. Cincinnati: McCormick-Mathers, 1966.
See entry #8. Use of small maps to support topic on the page is well done.

17. Berry, Erick. Eating and Cooking Around the World. New York: John Day, 1963.
Chapters include: The Arab Herdsmen, Desert Hospitality, The Peasants of India, Chupatties, Curry, and Coconuts. Indexed

18. Booz, Elisabeth. Josephine. Boston: Houghton-Mifflin, 1962.
Mountain village life of Pakistan are incidental, but important in this cross-cultural setting of American family dilema with pet monkey.

19. Bothwell, Jean. Dancing Princess. Harcourt, 1965.
One of four stories of women in Mughal courts. This one is Akbar's.

20. Bothwell, Jean. Defiant Bride. New York: Harcourt, Brace, 1969.
A new edition of Akbar's court times.

21. _____. First Book of Pakistan. New York: Watts, 1962.
Dated facts, but village life is useful.

22. _____. Omen for a Princess. New York: Abelard,
Fictionalized version of Taj Mahal woman whose daughter is heroine.

23. _____. The Promise of the Rose. New York : Harcourt,
Akbar's court.

24. _____. Ride, Zarina, Ride. New York: Harcourt,
A horse, a mystery, and romance.

25. _____. Romany Girl. New York: Harcourt,
Would be useful in connection with National Geographic books on the two types of people: nomads, gypsy; at least to extent that gypsy culture is portrayed here.

26. Boyle, Kay. Pinky in Persia. New York: Crowell-Collier, 1968.
Accents world of fancy, but realistic for third culture child who needs a security symbol.

* 27. Braumann, Franz. Malik and Amina. Indianapolis: Bobbs-Merril. Translated by Stella Humphries. Published in Wurzburg, 1958.
Map facing first page of story indicates the length of this authentic, fictionalized account of pilgrimages to Mecca. Romanized spellings reflect the translator's preferance to European standards, e.g., Caaba where Kaaba is usually found. A good story.

28. Brice, William Charles. [See, Umstead, F.]

29. Brockett, Eleanor. Persian Fairy Tales. Chicago: Follett, 1968.
Follows recommendation of TNE reviews. Tales from old kingdom of Persia.

30. Bryant, M. Darrol. A World Broken By Unshared Bread. Geneva: Lutheran World Federation, 1970.
A world presented in "polarized terms"(78) with pictures and charts of very poor nations using 1965 figures. Minimal, but effective use by instructional team that can provoke controversial thinking on difficult problems.

31. Buehr, Walter. The World of Marco Polo. New York: G.P. Putnam, 1961.
Historical point of view with sociology, customs brought in. On p. 58 the use of non-Tartars, non-Chinese to defend the king. Illustration of fat tail sheep makes it look like a wolf tail, (44). Ovis poli sheep put into Tibet not in Balashan [Badakshan] (48). Routes of Kublai Khan listed as three miles apart would give opportunity for cross-reference calculations.

32. Bulatkin, I.F., Comp. Eurasian Folk and Fairy Tales. New York: Criterion, 1965. Recommended in AAG as including Afghan, Persia, Iran. Not available for cross-checking.

33. Caldwell, John C. Let's Visit Afghanistan. New York: John Day, 1968.
A book of extreme variations in dependability; yet many reviews are favorable. [Note that TME-L puts it into "Not-reviewed" column".] The perceptions of the reviewers for Information Center know quality. This book is no more readable than Amos; yet it is included on more lists. Strength of book is on page 8 in emphasizing that the population is estimated by guess work. [One wonders whether printed page helps influence government action since many innovations were preceded by world press or fiction coverage. Shortly after Caldwell published this work, an agreement was signed to have U.S. A.I.D. contract for demographers to do a bench study and random sample of the population.] Errors: "hundreds of thousands of wandering nomads"(8); in reality the routes of tribes in Iran and Afghanistan have predictable patterns. "The Hindu Kush... are actually a part of the Himalayan" (11), geologist-geographers are divergent in this belief as the Pamir knot is considered of different era than the Himalaya. Great stress is placed on the importance of the Khyber Pass whose mileage is about ten or twenty miles longer than he defines(29). He implies that the railroad is used to the border, while in raality transshipping services occur forty miles away in Peshawar. The paved road north to Russian border and to Herat in west and past to Iran have trebled the routing of goods to those routes from Europe. Poor picture of the massive tall arch in Bost [When book was written there was an official decree to call it that, later it returned to traditional Lash-Kar-i-Bazaar]. Errors on minority facts and Islam: "All but about 10% are Sunni (47); Saturday is the Moslem holyday (48); the "big modern" mosque actually dates back to before Columbus. With the omission of the word Quetta and substitution of Kandahar, one is led to believe that there is a Christian hospital run by British in the country(58). By implication in section on education a good school is a big ,new building where everyone has a book (the same or different?). On page 68 a phrase used on the airline tickets is called the one word, Ariana; while on page 69 "a typical village" is not that at all.

Text and picture captions in the book overwork the word, "typical." A "typical" "small store" to Caldwell was one owned by an importer whose wares were from Gujranwala, Pakistan; Iran, or Rusia (73). A small shop owner had numerous low priced items; also from abroad but procured from a wholesaler. If one argues for smallness in dimensions, the space is not small. This book can be used in classroom in a word count and analysis of the appropriateness by comparing pictures and texts of other sources.

34. _____. Let's Visit Pakistan. New York: John Day, 1960.
This highly concentrated factual material would serve purpose of comparing facts in late fifties with mid-seventies. Summary in TNE-L is accurate, but overlooks the subjective judgments about communism (11, 12). Having read the review for #33, one learns in this entry that : "A railroad leads from Peshawar through the Khyber Pass and into Afghanistan ."(85). This and other entries give political definition rather than a geographical one to the term, "Khyber Pass." The fenced off roads along the political line of demarcation stop passenger-travelers. The line is named after the arbitrator, Sir Mortimer Durand. Military posts, particularly the one ten miles from the old Peshawar city are the beginning of the pass for Caldwell. This definition for the eastern approach is not consistently applied on the western ascent side or the pass would be fifty miles long. Instead authors stop the pass at the Durand Line where the present international borders are.

* 35. Chetin, Helen. Perihan's Promise, Turkish Relatives, and the Dirty Old Imam . Boston: Houghton, Mifflin, 1973.
Theme is second generation teenager encounter with her Turkish father's family. With none of her California family near, her culture shock and value judgments of the extended family, religious and social power structure in the village help her to accept herself. Illustrations and crisp written descriptions of processes, such as mattress fluffing (63), elaborate weddings, and warm relations of

family in accepting handicapped mute girl all apply to understanding Middle-East society.

* 36. Chevallier, Micheline. Yo and the Yak. New York: Orion, 1963. Picture book for early childhood translated from the French is out of print and seldom available. It should be reprinted for the depiction of boy in Tibet who tames a yak so he and his parents are solvent in the society .

37. Christensen, Arthur. Persian Folktales. London: G. Bell, 1971. Published in Danish as Persische Volkmarchen and into German by the author, 1958. English translated from German by Alfred Kurti. Baghban indicates that Christiansen documented his oral sources and is an authentic folklorist. Nine folk tales, seven anecdotes, and five Persian tales, and six pages of sources-notes. Possible read-aloud material, definite usefulness for avid middle grade reader.

38. Clark, William R. Explorers of the World: The Story of Man's Conquest of His Planet. New York: The Natural History Press, 1967. Map of routes followed by Central Asian explorers, Alexander, Polo, Genghis, Stein, Younghusband, Heden Sven, Ricci. Excellent vocabulary, style of presentation using historic point of view.

39. Clifford, Mary Louise. The Land and People of Afghanistan. Philadelphia: Lippincott, 1962. (Portraits of Nations Series) Revised 1972-73. Revised copy ordered not received. Revision was too soon to enter Daoud's Republic. Format is sensible with Map (same outdating as #8) and Key to Spelling explained. Topographical overview makes metaphor of "Afghanistan laid over [Hindu Kush] like a leaf." (11). Sequence of chapters flow from land study to tribal life style, to general social customs to religion, status of women in country, education, and then into history, government, economics and foreign relations. Index has 240 entries, not representative of total content. Mention is made of schools run for third culture pupils only (86).

Clifford describes the veil as having existed in Middle East a s custom which existed apart from Islam (73). This is valid point of view held by others too. Language gave English the word Manda from the Zorastrian god of light (89).

40. Cohen, Joan Lebold. Buddha. New York: Delacorte, 1969.
Seven chapters. Glossary of five pages has no key.

41. Collins, Robert. The Medes and Persians. New York: McGraw-Hill, n.d.
Descriptive of civilizations and legacy to humanity.

42. Copeland, Frances. Land Between: The Middle East. New York: Abelard-Schuman, 1958.
Fifteen chapters with four page index. Stereotypes of western aggression internally and against Islam who"left these groups unmolested ... only asked that they not carry arms or ring their church bells too loudly." (30) In describing spread of civilization to Spain no mention is made of how this was done.

43. Cragg, Kenneth. The House of Islam. Belmont, California: Dickenson, 1969. (Frederick J. Strenged Religions of Man). More sympathetic perceptive analysis of Islam than the oversimplification of many.

44. Cruit, Bette J. The Land of the Afghans: A Book for Children (Big and Little). Kabul, Education Press, Franklin Book Programs, 1968.
A beginning approach for children of third culture. Ideas would be easier to expand in the immediate location with people and museum near the American school.

45. Dani, Ahmad Hasan. "Mystery Script of the Indus Valley", (28-30).
See UNESCO Courier in Adult magazine section of this paper.

46. David, Kurt. Black Wolf of the Steppes. Boston: Houghton Mifflin, 1972.
B/W brush drawing illustrations.
Describes the"hunger for power"aspects of steppe existence. Twelfth century.

BEST COPY AVAILABLE

47. Department of State. Background Notes... Department of State Publication Pakistan 7748,(revised September 1973); Iran 7760 (revised July 1973 in special edition for state visit); Afghanistan 7795 (revised September 1972). Washington,D.C.: Government Printing Office. Cost each: $0.25.
These notes are permanent numbers for country, updating assures as adequate facts as found in other sources--date considered. Good, simple black and white maps, physical showing major arteries, cities, and large rivers. Often the sensitive issues, such as Pushtunistan, are mentioned here where other commercial sources omit them. Exact English wording for title of countries and government offices is included with incumbent leaders listed.

/ 48. Denneborg,H.M. Ein Schatz Fallt Nicht Vom Himmel. Berlin, Germany: Cecillie Dressler Verlag, 1969. Map. b/w ink illustrations. Minimal use for English children but the sketches add dimension to learning about Afghanistan that straight photo-realism cannot.

*49. Dimand, Maurice. Persian Miniatures. New York: Crown,n.d.
Text lucid portrayal of message in 11 prints produced in Italy. List of illustrations includes present location, the size of original. Cover Plate: The Battle of the Crows and the Owls, 1. Celebration of End of Ramazon; 2. An Elephant and Her Young; 3. Man and Woman [Adam and Eve]; 4. Rustam Thrown Into the Sea by the Div Akwan Fights a Crocodile; 5. Bahram Gur Killing a Dragon; 6. Jonah and the Whale; 7. The Meeting of The Khagan of Chin and Alexander; 8. Dancing Dervishes; 9. Khusrau and Shirin; 10. Portrait of a Youth. Most of the prints are full page size, 8"x 12". Excellent introduction to the subject with themes appropriate for any grade level.

50. Dreany, Joseph. The Magic of Spices. New York: G.P. Putnam, 1961.
Glossary of words including some Arabic. Two page black and white map,"Voyages and Explorations in Search of Spices. 1 page illustration of parts of plants used as spices includes anise, cloves, cinnamon, cumin, pepper, nutmeg, paprika.

51. Dupree, Louis. See the sections on teacher back ground and adult periodicals in this paper.

* 52. Earle, Olive L. Camels and Llamas. New York: Morrow n.d.
Detailed, descriptive for science as well as transportation facts.

/ 53. Enevoldsen, Jens. Sound the Bells, O Moon, Arise and Shine.
Peshawar, Pakistan: University Book Agency, c.1970.
Rich source of one hundred Pushtu proverbs [Ali and Wilson deal with Persian, see #5] which were carefully selected by author who is fluent in Pushtu. He avoided including the many common proverbs that could be translated in English by another proverb. The latter half of book has one hundred folk songs (tappas) that are part of the lore of Pathans in Pakistan and Afghanistan. Introduction gives overview of language,including Northern and Southern dialect; of culture; of structure of proverbs and tappas. Four b/w prints portray the sites of story tellers: hujra (guest room), the mill (for grinding grains); nomads in relaxed camp position; the mosque. Pages facing each other have same text, first in Pushtu, second English. Examples: 1. One studies and becomes a teacher, another studies and becomes a nuisance. 2. Even if a donkey goes to Mecca it will remain the same donkey when it returns. (15).

54. Esther, from the Bible. The listing is included here as reminder that the excitement of that period of history in Iran is well portrayed in this short book. Themes of minority rights, inflexible laws, communication structure in uniting the vast kingdom are all there.

55. Ettinghausen, Richard W. Paintings of Sultans and Emperors in India-American Collections. New Delhi, India: Jaipur Lal Kakar Akademy, 1961.
Format is similar to # 49. Mughal Paintings rather than Persian forms give opportunity for analyzing differences in the two schools.
How these leaders wished to be remembered to posterity can be studied in depth by doing biographical research of the civilizations pictured with the emperors;by scaling down the European's picture and elevating the oriental leader their conception of their own grandeur is emphasized.

56. Evans, I.O. Flags of the World: A Crossett All Color Guide. New York: Crossett and Dunlap, 1970.
History of the adoption of the different parts and colors. Needs to be up dated.

57. Fairservis, Jr., Walter A. Before the Buddha Came. New York: Scribner, 1972.
Good description of Central Asia, tribes, culture, nomads, Scythia, sorcery and religion, great chief in life and after life.

58. _____. Horsemen of the Steppes. Cleveland, Ohio: World, 1962.
For more advanced student than #57. Chronological table, index, and booklist. Chart of Steppe Peoples and World Events is in four comparitive columns: Steppee Peoples, Near East, Far East, Europe, Western Hemisphere; covers 4,000B.C.-1900 AD in two double page spreads. Maps showing movements outward from steppe area are clear for grades three and up to use.

59. _____. Mesopotamia, The Civilization that Rose Out of Clay.
New York: Macmillan, 1964. Limited coverage. Not recommended in TNE.

60. Fardjam, Faridah. The Crystal Flower and the Sun. Minneapolis: Carolrhoda, 1972.
Translated by Mansoor Alyeshmerni. Like items #9, #12, #13, #61 this work was done in Teheran first. Themes vary. Ages 5-10 could find different color and literary use. No direct social studies value is in the story.

* 61. Fardjam, Faridah and Azaad, Meyer. Uncle New Year. Minneapolis: Carolrhoda, 1972.
Spring new year festival is celebrated with traditional items. This book covers use of seven special kinds of food and a custom cherished by the children. Illustrations are large and essential to excitement of plot development. Universal interests of children in Volume 3 of Childcraft, 1975 ed. presents this same story introduced by Pellowski.

* 62. Farzan, Massud. Another Way of Laughter. New York: Dutton, 1973. paper. Fourteen page introduction and 109 single page, often one paragraph,' supply reader with the subtle humor of Sufi mystic thought. Use with Enevoldsen, Kelsey, Idries Shah, and Baghban for picture of depth of linguistic influence. Real man born around 1227 is known as Mulla Nasreddin in south Russia and Iran; as Hoja in Turkey, as Juha in Egypt(Introduction, ix). Five pages of notes.

63. Fehsi, Willi. The Thousand and One Days. New York: Abelard, 1971. Not recommended by reviewers. Not available for study. Iran

64. Feld, Friedrich. The Parrot of Isfahan. Chicago: Albert Whitman, 1960. Good,read aloud story. Carpet merchant, his workers, neighbors and humor would be appreciated with or without previous cultural knowledge. What the teach does to integrate cultural study of Iran will be good prelude to this and other fiction on the area.

65. Feldman, Herbert. The Land and People of Pakistan . New York: Macmillan, 1965. (Lands and Peoples Series). Grades 7 and up TNE-L. Short account, dated in some details, index and appendix, and not to be confused with the Lippincott series by same name, see Lang.

66. Fenner, Phyllis. Demons and Derivishes, Tales with More Than Oriental Splendor. New York: Knopf, 1946. These are the traditional tales included in learning experiences; Aladdin and the Wonderful Lamp, Andrew Lang's version; and Story of Ali Baba and the Forty Thieves, Frances Olcott. Stereotypes of MiddleEast literature include these and the Rubiyat whose author did not reflect the thinking of majority of his day.

67. Firdausi, See Picard. Most of the adult poets are too sophisticated, but simplified versions well done of some of Firdausi are useful.

68. Fisher, Tad. Our Overcrowded World. New York: Parents Magazine, Population pyramid developing is defined using 1963 data. Discusses the pyramids of developing and developed countries.

69. Fitch, Florence Mary. Allah: The God of Islam Moslem Life and Worship. New York: Lothrop, Lee and Shephard, 1958.
Faith of one/seventh of human race on this premise alone a study of it deserves attention in cultural study. On page five there is a good paragraph to define geography and binding cultural influences. Persia is covered in three page index extensively.

70. Folsom, Franklin. The Language Book. New York: Grossett and Dunlap, 1968.
Attempts to cover man's use of language. Useful language tree of dead and live branches of Indo-European. Pakistan, Indus River, Kurdish, Afghanistan, and Pashtu are given minimal treatment. Iran and possibly the Indus River language treatment are better covered. Not every page is numbered which makes search by page from index tedious.

71. Fraycon, Saideh. A Child of UNICEF IN IRAN. New York: United Nations Children's Fund. Part of the packet issued by United States Committee for UNICEF. See entry #190.

72. Frischauer, Willie. The Aga Khans. New York: Hawthorne, 1971
An adult historical collective biography with limited use. First source items by the newspaper reporter author make it useful to study Ismali sect which has a surprising inter-continent loyalty. Origin of assains about time of 1046 is treated on pp.30-31.

73. Graves, Charles P. Marco Polo. Champaign, Ill.: Garrard, 1963.
Marco Polo (Part of World Explorer series) fair treatment. Best work is Rugoff.

74. Grosseck, Joyce. and Atwood, Elizabeth. Great Explorers. Grand Rapids, Michigan: Fideler, 1962.
Marcop Polo, treated in chapter two (14-20). B/W map of route shows minimum of places. No emphasis on what he saw enroute.

* 75. Grube, Ernest J. The World of Islamic Art. London: Paul Hamlyn, 1966. (Landmark of World Art series)
Portrays the extent of field with bar graph presentation of historic eras of civilzations, schools of art. Reproductions of schools of painting, surface decoration, architecture, calligraphy (four basic styles depicted and detailed). Large format, approximately 8"x 12".

76. Helfman, Elizabeth S. Water for the World. New York: McKay, 1960.
Six pages of index. Includes Indus River (39, 130-131, 150).
Amu (Oxus) less useful treatment. Interesting quote from Helfman: "Dreaming about the rain or any water in the dry Middle East is considered good luck... about the sun... bad because the sun in this country shines too much and often destroys whatever grows in the Earth."(201).

77. Herbst, Dean Finley. Flight to Afghanistan. Austin, Texas: Steck-Vaugn, 1969. Not available for review.

78. Hinckley, Helen. The Land and People of Iran. Philadelphia;Lippincott, revised 1973. (Portraits of the Nations series.)
Series books do not have uniform quality nor cross-indexing correlation. The 1973 revised Iran book has poor picture reproduction whereas the 1972 Afghan text #39 has sharp definition and replaced old ICA pictures of foreign projects with local people and industry. The attempts to increase indexing are still deficient in Afghan book, with page additions evident by change in ink of text from 1963 edition. The series avoids communism but emphasizes christian in newer additions. Cross-indexing on such topics as irrigation would bring together the qanat photograph in # 103 with excellent text description of underground wells in #78 (48-50)and negative treatment in #39. Hinckly and Clifford variations of origin of Zoraster should be useful for analysis. Map showing Persian Empire and new Iran in frontspiece is good. Strong treatment of Golden Age is valuable.

/ 79. Hirche, Elke. ABDUL aus den braunen Bergen. Stuttgart, Germany:Bojo-Verlag, 1970.
Simple story set in Afghanistan fictionalized life of young boy. Black and white illustrations aid in giving picture definition to social customs. Hopefully and English edition will come out.

* 80. Hirsh, Marilyn. What Shall I Be? New Delhi, India: Children's Book Trust, 1968. Distributed by Intercultural Associates.
Paperback unpaged large print addition to spate of American general theme of occupations. Valuable for cross-cultural concept of moderninity in developing countries. Names are Hindu oriented, but occupations of doctor, mechanic, farmer, teacher, scientist, mountaineer, archaeologist, spaceman are perused with illustrations (soft pastel). Conclusion is that all will involve study. Deserves wider distribution.

81. Hodges, Elizabeth J. Serendipity Tales. New York: Athenæum, 1966.
Seven tales heard by the three princes of Serendip. Author utilized source material from research in Peregrinaggio tales.

82._____, The Three Princes of Serendip. New York: Atheneum, n.d.
Recommended under fiction and folklore in AAG. Included here because the setting is Persian and used by miniature artists.

83. Iqbal. See Sharif-Al-Mujahid. Iqbal is important to concept of Pakistan.

/ 84.Jewett, A.C. American Engineer in Afghanistan, ed by Marjorie J.Bell. Minneapolis: University of Minnesota, 1948.
Out of print book with account of 1910 period of modern history. American point of view in describing incidents and living in era of rapid change. Photographs of the five year old who was later to be poet laureate, Ustad Khalili, and description of transportation techniques in bringing in steel by elephant are sample of writing that is more accurate than the volumes that came out from 1960-72 by same technician aides (or their wives!)

85. Judd, Denis. The British Raj . New York: G.P. Putnams, 1972. (Part of Documentary History series in London: Wayland). History depicted and analyzed from British sources. Social, economic, political consequences of expanding trade, conquest, administrative burdens. British India 1857-1947 (82) is more accurate than American treatment in showing what actually was controlled by Britain, land-wise in sub-continent. Time Line (118-119). Good index.

86. Kaufman, William. UNICEF Book of Children"s Legends. Harrisburgh,Pa.: Stackpole, 1970. Adapted for English by Rosamond V.P. Kaufman. Poorly arranged intermingling of pictures of many lands with undocumented stories. "Aunty Betel Nut" as Afghanistan , "Hatemtai", as Pakistan need to be documented. Not recommended .

87. Kauffman, S.A. Your Afghan Hound. New York: Denlingers, 1969. Related subject as it is technical care of dog, but of minimal use in culture study. Students of pets could research whether the Afghan hound is indigenous to the country.

*/ 88. Kayeum, Joan. Not So Long Ago. Published in Kabul for the American Women's Association Children"s Committee April 1970. ©Joan Kayeum. This small volume was distributed in Kabul only. The author has background in political science and sociology from University of Chicago and over two decades of successful cross-cultural aculturation into her husband's Pushtu society. Illustrations by Pat Siddiq accurately portray the family life setting and roles of members in oral transmission of this important folk genre. Riddles from Persian and Pushtu are translated into rhymes. Child must turn the page to see the answer in picture and text. Perhaps a publisher such as Carolrhoda will publish the volume. Joan Kayeum has given permission to have it considered for inclusion in anthology of Afghanistan for juvenile readers. The Kabul Times newspaper is another source of larger collection of her adult level writings.

* 89.Kelsey, Alice Geer. Once the Hodja. New York: McKay, 1943.
Over twenty Hodja stories, see #62, with format,printsize skillfully presented for younger children. This version is well liked by children. The follow up edition, see #90, of more tales is now out of print, in USA.

* 90. _____. Once the Mullah. Brockhampton Press, Salsbury [n.d.]
Rd., Leicester LE I 7 Q S, England is now printing this.
Distributors: Hodder Publications, London S.E. 4.
Good to read aloud and discuss the subtle wit.

* 91. Kennedy, T.F. Afghanistan Village. London: Longmans, 1966.
(The World"s Villages series).
This reviewer substantiated the claims of review in TNE-L.
Text and photographs are concerned with present-day social and economic patterns. There are excellent diagrams of a typical farm plot, two village homes, and the general village layout.

* 92. Kenworthy, Leonard. Leaders of New Lands. New York: Doubleday, 1959.
A revised edition of this:
Under four entries for Middle East, Jinnah Creator of Pakistan, authentic approach to the Pakistani, Quaid-I-Azam (33-51.
Early schooling, political career, women and men who influenced his decisions, overview of problems in establishing the country, and brief quotations on key themes are factually described. Vocabulary produces text difficult for middle grades.

* 93. Khandpur, Swarn. THE YAMUNA On Its Perennial Journey. Bombay, India: Ratnabharati, 1971.(Indian Rivers series) Excellent narrative and pictures of Mughal and pre-Mughal rule along the river. Colored half page illustration of Persian well operation (13). Hindu point of view on British Raj. Distributor: Inter-Culture Associates.

* 94. Khandpur, Swarn, Adaptor to English. ANIMAL Life , Book One. Bombay, India: Ratnabharati, n.d. (Senior's Animal World Series). distributor: Inter-Culture Associates.
Depicts usefulness of thirteen mammals, all except giraffe and reindeer are indigenous to sub-continent. Best possible treatment of pictures, text in simple English, for real in-depth study of yak, camel, sheep and goats. Excellent opportunity to introduce primary grade pupil to critical appraisal of data in books is afforded by putting the treatment of yak here with that of #164.

95. Kimmel, Eric. A. The Tartar's Sword. New York: Coward McCann, 1974. Mainly covers Cossacks in Baltic, Poland, White Russia, Black Sea. Minimal use to study chart on arrangement of Cossack Army whic h is patterned after that of Genghis Khan.

96. Kipling, Rudyard. Standard works for this author are not thought of for children, yet an oral presentation of Kim with class discussion could bring out the international "Great Game" played between Russia and England in penetrating the Afghan regions. "The Man Who Would Be King" has setting in old Kaffiristan which could have been either west or east of the present political boundard but the story is better used in secondary level literature study.

97. Knight, Dennis. Marco Polo Instant Picture Book No.14. Kent,England: Patterson Blick, 1969. Available in commercial booksellers in U.S.A. Rubdown insert of tiny miniature figures fascinates third, fourth grade age, process is same as Lettra-set technique. Map of route, story, color pictures give more accurate facts than encyclopedia or some text presentations. Vocabulary is fifth and above. Good to have.

98. Konishi, Masatoshi. Afghanistan. Tokyo, Japan; Palo Aloto, Calif: Kodansha International, 1969. (This Beautiful World, Vol. 7).
Well received for pocket size, beautifully reproduced photographs. Material on underground wells is detailed good source. Data on salary range of unskilled labor is set out of proportion to reality of time author visited. Spotty coverage of sites, but Bamian receives good coverage.

99. Kraenzel, Margaret. The Persian Donkey Bead. New York: A.S. Barnes,nd. London: Thomas Yoseloff, 1960.
Thirty-two ink sketches of child on camel. Clever line drawings of Arab girl leader of gang of street boys. They assist boy in story to locate his father. Samples urban, middle east life. Minimal use for Iranian urban life.

100. Krishnan, M. Jungle and Back Yard. New Delhi, India: National Book Trust, 1961. Distributed by Inter-Culture Associates.
Stories evidently were used in radio broadcast presentation . Describes many common birds of Pakistan, but only green bee-eater, grey partridge, and roller that appear in Afghanistan. Style suitable for avid reader with good vocabulary background. Of minimal use, definitely not the physical format, or as factual qualty as # 93, #94 above.

101. Laffin, John.New Geography. New York: Abelard-Schuman, 1967.
Resources and economy topics are here. One of the few references to mention the all Asian highway that those countries stress in the reality of transportation and travel in this decade. Index limited, five Afghan entries; Iran seven, Pakistan two. The British economic geography point of view. Minority groups of non-communist Asia included. Treats facts through October 31, 1966.

102.Lamb, Charles. Genghis Khan and the Mongol Horde. Random House; 1954.
Same version is now on EWR 308-B, World Landmark. See 3.2.

103. Lang, Robert. The Land and People of Pakistan. Philadelphia:Lippincott, 1974 rev.ed.
Updates the 1968 edition; pictures are better quality, map less; includes data on Tarbela Dam, CENTO. Data on 1972-73 crisis centers on a possible new found social purpose with Islamic order based on the tawhid (83). Eight pages describe the ideal progress and equality now being made by women. Arabic or Urdu words are defined in context; but there is no glossary. Kashmir problem is given chapter treatment.

104. Laschever, Barnett. Getting to Know Pakistan. New York: Coward-McCann, 1961.
Text is easier than lang. Of minimal use.

105. Lattimore, Owen and Eleanor, eds. Silks, Spices, and Empires. N.Y: Delac
Subtitle: Asia Seen Through the Eyes of its Discoverers.
Explorers of various types with first hand accounts, good on Aurel Ste
Ibn Batuta.

106. Lengyel, Emil. Iran. New York: Franklin Watts, 1972.
Stresses topography and history, some life and customs. Index 2½ pp.

* 107. _____. The Oil Countries of the Middle East. New York; Watts, 1973.
Describes Algeria, Libya, Iraq, Iran (15), Saudi Arabia, Kuwait, Qatar, Abu Dhaba, Duabai. Question raised: Who owns the oil? Has bibliography of books on petroleum. Defines Middle East. Good treatment of the nationalization of resources.

108. _____. Pakistan. New York: Franklin Watts, 1972.
"To understand what happened in December 1971, we must try to understand the nation that was established in 1947." (3).
Pictorial emphasis favors large one of Ghandi, full page (44) and quarter page of Ali Jinnah (47). Useful glossary in texts-context but no alphabet key to sounds.

* 109. Leigh-Pemberton, John. Asian Mammals. Loughborough: Wills & Hepworth, 197
(A Ladybird Book-Series 691) Full page color illus.
Fifth in series this one is child tested. Easily handled with excellent index usable from grade two up. Yak, snow leopard, tiger wild bactrian camel, and wild ass are found in Afghan as well as Pakis

* 110. Lionni, Leo. Tico and the Golden Wings. New York: Pantheon, 1964.
Picture book with illustrations that modify Persian print style, excellent to use in art analysis. Bird is styalized nightingale.

111. Loftis, Anne. California Where the Twain Did Meet. New York: Macmillan, 1973.
A two-hundred year survey includes the Pakistani who settled in Great Valley. Of minimal use yet interesting fact for problems of immigration quota study.

112. Lukan, Karl. Mountain Adventures. New York: Franklin Watts, 1972.
Men's heroism in conquering mountains. Facts about Nanga Parabat only to 1950, but there are many references. Good photo of Pamirs and one of Hindu Kush. Good half-page map of Alexander's route through the mountains from Greece to the Indus. References for further reading, more advanced grade level.

113. Lukens, Marie G. The Metropolitan Museum of New York Guide to Islamic Art. New York; The Metropolitan Museum of Art, 1965.
Chronology of Islamic History by major periods. Good b/w photos when used with another text with color could make for comparative thinking.

114. Macroary, Patrick A. The Fierce Pawns. Philadelphia: Lippincott, 1966. (England under title, Signal Catastrophe).
"Custer's Last Stand cost 276 lives," says Macroary, "and the Americans have never forgotten it. The British retreat from Kabul cost 15,000 lives, give or take a few... and is never remembered." A popular account not appreciated by some of descendants in England. Upper grade readers who explore the now-unpopular theme, war.

*115. Majumdar, N.N. Some Indian Birds. New Delhi: Children's Book Trust, 1970.
Distributed by Inter-Culture Associates, Thompson, Conn. 7in.x 9 in. color pictures and text opposite. Treats over ten birds found in Afghanistan and Pakistan, including Hoopoe.

116. Mc Kellar, Doris. Afghan Cookery. Kabul: Education Press, 1967. o.p.
Thirty three recipes modified to suit American taste. Minimal use but eating habits, customs comments are factual.

* 117. Masda, Maideh. In a Persian Kitchen; Favorite Recipes From the Near East. Rutland, Vermont: Tuttle, 1960. Many illustrations. Well written. Customs of Iranian culenary artists and caters.

* 118. Mehdevi, Anne. Parveen . New York:Knopf, 1969.
An excellent novel, but looks back to five decades ago. Highly recommended for period and place treatment.

119. Mehdevi, Anne Sinclair. Persian Folk and Fairy Tales. New York: Knopf, 1965.
Reliable oral sources (TNE) and good for story telling.

*120. Mehta, Chandralekha. Our Neighbors. New Delhi: Children's Book Trust,1967.
Good for points of view as this one assesses Pakistan from Indian geography and history stance. Sympathetic analysis of Pakistan's care for minorities is mentioned more clearly than it might have been.

121. Menconi, Evelyn. Arabic Fun Foods for Children (of all ages). Dorchester, Mass.: Arab World Studies Program, John W. McCormack School, n.d. Distributed by AMARA PO Box 18217, Boston, Mass. 02118.
Type of resource used in conjuction with person from Iran could be used as comparative reference; limited use without one fluent in cultural topics covered here on breads, kebaobs, sweets, vegetable dishes.

* 122. Menconi, Evelyn. The Arabic Alphabet. Boston, Mass.: McCormack School and AMARA (see ref.#121), 1972.
Illustrations appeared in Arab World and Aramco World. The alphabet forms, sounds, methods of reading, familiar signs with Arabic script, complications of writing according to location in word all topics best handled with one fluent in the language as resourse person. Excellent item

* 123. Mercer, Charles. Alexander the Great.New York: Harper and Row, 1963. (A Horizon Caravel book)
Good illustrations of mosaics, painting, sculpture added to astute interpretations of his genius as leader make this useful

124. Mirepoix, Camille. Afghanistan. New York: Sterling, 1971.
(This is one of the Visual Geography series, Oak Tree Press,London).
Wide distribution of this item in commercial stores as well as for schools warrents a recommendation that this reviewer refuses to submit! Item: The map(4) shows minimal main roads and puts the western road north from Herat to Russian railroad stop and no mark is made for the main paved road to Iran. Books written before the new constitution and realignment of internal province boundaries have a valid out-dating, but this one (15) indicates the second change only. The British geographer, Brice #28, was quoted in statement that "effects of monsoons are felt in summer when heavy rain falls on Hindu Kush" (9)[Change Hindu Kush to Himalaya east of Khyber Pass area]. Minority figures (25) indicate that 99% are Sunni[Anthropologists and national leaders usually imply 60-89%]. The same page shows a famous Timurid school site as being a minaret; which is for a mosque. Minor inaccuracies mount in the book to an inexcusable amount. There are good color photographs on the covers with three to five b/w on each page. Primary and middle grade children could use these in interpreting processes such as winnowing grain (54) but the picture caption says the child riding on the log behind the oxen is guiding them. In reality the child is ballast, the animals tread in circle without her aid. Book is useful but needs to be edited carefully by resource person.

* 125. Music Educators National Conference. Music In World Cultures, originally published in serial form,October 1972 Music Educators Journal. Washington, D.C.: Music Educators National Conference, 1972.
An excellent overview for the specialist and comprehensive view of the profession of music education. Technical analysis of an Afghan Uzbek folk dance is described(106) and extract is bound in for removing to hear. Relation of music to Persian art (52-54), history of lutes from Middle East origin, extensive discography and bibliography includes sources for Iranian, Afghan folk music in USA.

126. Naylor, Phyllis. A New Year's Surprise. Morristown,N.J.:Silver Burdette, 1967. (Our World of People series).
Pari and her desire for new costume for big new year(spring)festival are well portrayed in this study of northern Iran village.

127. Nevil, Susan R. The Picture Story of the Middle East. New York: McKay, 1956.
Expressive words, old concept of culture portray the country region. One paragraph on carpet making process (4) is suitable. The definition of Middle East is compared to an "eagle stretching its wings for flight. The head wings and most of the body are in Asia. The feet are firmly faatened upon Africa. The beak just pokes into Europe." Minimal use.

128. Neurath, M. They Lived Like This in Ancient Persia. New York: Watts,n.d.
Not reviewed by TNE. Recommended use under ten years.

129. Nilsen, Alleen. An Afghan Speakeasy. Kabul, Children's Committee of the American Women's Association, 1969. unpaged. Pat Siddiq,illus.
One of several books produced in Kabul in the sixties by artists and authors interested in promoting correct cross-cultural learnings among the third culture children who attended one of the five multi-national foreign schools in the city. Deserves place in an anthology for its sketches and introduction to Afghan Persian.

130.Nilsen, Aleen Pace, editor. Colorful Kabul. Kabul, American Women's Association, 1968. unpaged.
A coloring book that makes up into useful overhead transparencies for learnings in middle grades. Has potential in a multi-media kit.

*131. Osmond, Edward. Animals of Central Asia. New York: Abelard Schuman, 1967.
Author-illustrator depicts be unusual animals of region, yak, markhors, tahrs, kulans. List of scientific names. Map. Index. Good for the learner who knows all about everything to go a bit deeper into facts.

132. Parker, Barrett. A Collection of Afghan Legends. Kabul, Afghanistan: Afghan Book Publishing House, P.O.Box 206; 1970.
Twenty four legends are presented after four pages of introduction describe the secondary sources. Not reviewed by Baghban.

133. Payne, Robert. The Splendor of Persia. New York: Knopf, 1957.
Author documented much of his approach through use of primary sources. Suitable for all ages.

* 134. Peach, L.DuGarde. Marco Polo. (Ladybird Series 561 An Adventure from History). Loughborough, England: Will[illegible] Hepworth, 1962.
[Available in England in filmstrip form]
Good map inside cover in three colors showing overland stops enroute. Timurid architecture, mountains of Pamir knot, good descriptions of terrain and types of travel, sports such as falconry enroute demonstrate why children appreciate exposure to history and geography through the factual texts and illustrations.

135.Pei, Mario. All About Language. Philadelphia, Pa.:Lippincott, 1954.
As name implies this general coverage lists Pakistan, Afghanistan, and Iran together. Indo-Iranian tree has eight live branches. Persian is described as one of the easiest in world to learn and one of "most majestic."(165-66)

136. Pfeffer, Pierre. Asia, A Natural History. New York: Random House, 1968. (The Continents We Live On Series).
Colorful, adult book listed here for minimal use such as search in public library might give to advanced student.

137. Phillips, Ted. Getting to Know Saudi Arabia. New York: Coward McCann and Geoghegan, 1963. Eighth impression revised 1972.

Minimal use in cultural area. Chart of dates. Simple words that are used throughout Middle East, good map of penninsula, calligraphy of flag inscription, pronunciation key and half/tone dry ink brush illustrations make this useful as model format.

138. Picard,Barbara Leonie. Tales of Ancient Persia retold from Shah Nama of Firdausi. New York: Henry Z. Walck, 1972.
No illustrations. Good factual information in preface.

* 139. Piggott, Stuart,ed The Dawn of Civilization, The First World Summary of Human Cultures in Early Times. New York and London: McGraw Hill, Thames and Hudson, 1961. 404 p. 13 authors 940 illus. 48 maps and chronology charts.
An exceedingly interesting depth study of ancient civilizations in this region of world. Volume could have been put in general reference section of the bibliography. Likely one will use copy of reference library rather than make school purchase.
Sir Mortimer Wheeler does Indus and Buddhist Civilization coverage.

140. Potter, Bronson. Chiba; The Dhow Boy. New York: Antheum, 1971
Sponge fishing, Persian Gulf themes in social studies incorporated incidentally into this adventure story of boy who left tea house for sea.

*141. Potter, Bronson. Isfendiar and the Bears of Mazandaran. New York: Atheneum, 1969.
"This is filled with a deep respect for the Iranian's love of their great poets and offers insight into the Iranian spirit," TNE-L.
Full page b/w cross-hatch illustrations are excellent.

142. _____. Isfendiar and the Wild Donkeys. New York: Athenium, 1967.
Useful read-aloud story for as low as second grade about a boy whose father makes charcoal, his dream for a donkey, and the surprise. B/W pencil conte drawings are refreshing illustrations.

143. Price, Christine. Cities of Gold and Isles of Spice. New York: McKay, 1965. Indexed according to peoples and places there are eighteen interesting chapters of travelers from 800-1500 A.D.

144. _____. The Story of Moslem Art. New York: Dutton, 1964.
The Moslem conquerors actually used their captives in some of the thirteen centuries of the development of forms.

145. Quinn, Vernon. Picture Map Geography of Asia. New York: Lippincott, 1962.
Chapter on Afghanistan, pp.49-52. Several innacuracies are discernible: Kabul River cited as longest; "afghans", soft, knitted coverlets" are listed among the exports. Impression is given that the country is heavily forested. Humped milk cows in south supply curd. This book is frequently still on shelves of juvenile collections in public libraries.

146. Ramnani, Tikam. Magnificent Moghuls. Bombay, India: Jaico Publishing House, 1969. Distributed by Inter-Culture Associates.
Indian point of view both in historical account of the Moghul empire and of writing style. For good sixth grade reader or above the story will finish too soon; or the romantic style will terminate this approach.

* 147. Rice, David Talbot. Islamic Art. New York: Praeger, 1965.
(Praeger World of Art Paperback series). for art
This and most of the books reviewed in this bibliography/present mature art school point of view, but illustrations, ease of using the book, and learnings possible have been field tested in grades four to eight art classes. Table of Dates 632 AD-1924 AD. Maps.

* 148. Rice, Tamara Talbot Rice. Ancient Arts of Central Asia. London: Thames and Hudson, 1965.
Three pages of excellent maps of areas. Time Line has six parallel columns of the great world civilizations BC3,000 to AD 1000.

149. Ritchie, Rita. Golden Hawks of Genghis Khan. New York: Dutton, 1958.
Upper elementary avid readers will enjoy the adventures of a boy who goes to retrieve the hawks.

150. _____. Secret Beyond the Mountains. New York: Dutton, 1960.
Bibliography at end is old but useful. Both #149 and this deserve resurrecting for reprinting.

151. Robinson, Charles Alexander. The First Book of Ancient Mesopotamia and Persia. New York: Franklin Watts, 1962.
Persian Empire covered on eight pages. Legacy of Ancient Near East, Zoraster, Cyrus, Darius are included.

152. Ross, James, translator. Sadi's Gulistan or Flower-Garden.
Shiraz, Iran: Marefat, n.d.
Limited use for young readers.

*153. Rugoff, Milton. Marcop Polo's Adventures in China. New York: Harper and Row Enrichment Series. (Horizon Caravel series.)
Format, general content, maps are best quality for older children.

154. Sadegh, Hedayat. The Blind Owl. New York: Grove Press, 1969.
Psychological novel with limited use for sixth graders and older to use in area of urban Iranian society life.

*155. Schloat, G.Warren. Johnnyshah; A Boy of Iran. New York: Knopf, 1963.
Isfahan, art and especially the black and white diagrams, photographs of rug making processes make this essential to a core collection.

*156. Scott Publishing Company. Scott Standard Postage Stamp Catalogue, 1974, 130th edition. Three Volumes. Omaha, Nebraska: Scott Publishing Company with Duane Hillmer, 1974.
Arbitrarily included in this section, the book is major index of recources in Section 4.1. Stamps. Vol. 1 treats of Pakistan; Vol. 2 has Afghanistan; and Vol.3 has Persia according to the regional world breakdown of countries by groups.

* 157. Seherr-Thoss, Sonia P. and Seherr-Thoss, Hans C. Design and Color In Islamic Architecture- Afghanistan, Iran, Turkey. Washington, D.C.: Smithsonian Press, 1968.
Large format gives maximum possibilities for one to understand the contributions to the areas of design and color. Excellent photography.

158. Shah, Amina. Folk Tales of Central Asia. London: Octagon Press, 1970.
Eighteen tales which author states were collected from oral tradition but she gives no sources [See #11, Baghban,(23-24) for possible limitations of her research]. Comparative study in tales told in other books with the same ones presented here would be useful in grades four and up.

159. Sharif, Al-Mujahid. The Poet of the East: The Story of Muhammad Iqbal. Lahore: Pakistan Branch of Oxford Press, 1961.
Short, readible account of the poet who inspired the idea of Pakistan. Four chapters deal with life and purposes of the man. Author qualifies his free translations of the poetry excerpts, by stating purpose of the book is easy English for younger readers. Pictures of poet and several scenes in the contemporary period are included.

160. Shaw, Denis. The Pakistani Twins. Philadelphia: Dufour, 1965.
For middle grade readers this is a good introduction to village beliefs and customs. Pronouncing guide is in front of book. Good ink sketches of the people. Games and festivals are mentioned.

161. Shipton, Eric. Mountain Conquest. New York: Harper and Row, 1966. (Horizon Caravel series)
Himalayan, Alps, and Alaskan mountains are presented in interesting account of their challenge. Emphasis is more on men's conquest than on geography.

162. Siddiqui, Ashraf. Bhombal Dass: The Uncle of Lion. New York:Macmillan,1959.
Humorous Pakistani animal tale for younger children.

163. Siddiqui, Ashraf and Leach,Marily. Toontoony Pie and Other Tales From Pakistan. Cleveland: World, 1961, 2nd rev. ed. 032172/100.
Uses same source, F.A. Steel's Tales of Punjab, as does entry #167. Removes items in original tales that would offend American culture, thus it is a contrast with the Oxford version, #167.

* 164. Social Science Staff of the Educational Research Council of America. Marco Polo and People Marco Polo Met. Rockleigh, N.J.: Allyn and Bacon, Inc., 1970. (Published as part of Concepts and Inquiry: The ERC Social Science Program, Explorers and Discoverers series).
Suitable for purchase for primary grade experience with critical analysis of textual material. Authors oversimplify text by calling yak a cow.

165. Spiegelman, Judith M. Shaer of Afghanistan. New York: Julian Messner, 1969.
Geared to early age readers this account tells of only one type of living experience in Afghan society and most of the many large photographs support the study of Shaer's environment. One large two page picture of one part of capitol city is depicted as being the village (20-21). Author attempts to create feel for the spirit and life of the people, but only partially succeeds. Viewpoint is still that of American expert.

166. _____. UNICEF'S Festival Book. United States Committee for UNICEF, 1966.
Limited use of material covered on Ramedhan in Pakistan along with Thai and Japanese holidays and six other countries. Not recommended for its minimal coverage of what could be a more exciting view of religious and social festivities.

* 167. Steel, F.A.; Jasimuddin; Painter, Carvel. Folk Tales of Pakistan. Karachi, Pakistan: Oxford, 1961.
Adapations from the tales with oral sources put down by the above authors are presented with thought questions and glossary. Grades four and above could handle the text and inference questions. Some adults would object to the violent devices in stories, e.g., the wicked queen is thrown alive into snake pit and covered up.

168. Stein, Aurel. On Ancient Central-Asian Tracks. New York: Pantheon, 1946.
Account of four central Asian expeditions, primary source material for understanding processes of archeology and science research in this part of the world in the nineteenth century.

169. Suskind, Richard. Cross and Crescent The Story of the Crusades. New York: W.W. Norton, 1967.
Limited use for this area. Assains and details of sects in Islam are described on child's level. Book mainly emphasizes causes and description of first five crusades.

/ *170. Takai, Musaji; Laschkari, Wafa; Honaria, Mohd. Jan, collectors and artists.-reproducers. Afghan Designs. Kabul; UNESCO, 1967.
Two hundred forty eight indigenous designs were taken from surface decorations on mosques, tombs, graves, shrines. Index shows Location and Kind of Design (stone, sculpture, painting, tile) and Age. Selected to be used as art forms in business and industry this book of patterns has potential and is at the same time the least mentioned of any type of material produced for graphics.

* 171. Tattersall, C.E.C. Victoria and Albert Museum: Notes on Carpet-Knotting and Weaving. London: Her Majesty's Stionery Office, 1961.
For the child wanting clear diagrams of types of knots, loom-pieces, and more knowledge of the scope of carpets (from tent hangings to seats for bicycles, not just floor coverings, and bags for donkeys) this is factual research item. Cost is minimal, size to read and store is optimal.

172. Teta, Jon A. Iran(Persia) in Pictures. New York: Sterling; London: Oaktree, 1968. (Visual Geography series).
(This was not available for review as publishers do minimal customer service and returned the money.) TNE-L describes coverage as a textual stress on startling changes which have come in fifty years. See item #124 annotations for another book in this series.

173. Teta, Jon A. Pakistan In Pictures. New York: Sterling; London: Oaktree, 1968.
Not available for review. See items #172,#124 in this section.

174. Thapar, Romila. Medieval India. A Textbook For Middle Schools. New Delhi, India: National Council of Educational Research and Training, 1967. U.S.A. distributors-Inter-Cultural Associates.
Indian viewpoint of medieval explorations, purposes and signifigance of controlling routes in central Asia, in text and maps will not be as an exciting an approach as bright printed materials give; but class researchers can use it.

175. Tomlinson, Jill. Suli and the Kitchen Cats. London: Faber, 1968.
Picture story book for young children. For older children this is useful analysis of carpet patterning. The clever ink sketches of carpets accent the characters in the story- CATS.

176. Turner, Louis. Multinational Companies and the Third World. New York: Farrar, 1973.
Economic domination versus nationalism, runaway industries seeking cheap labor are treated in form for advanced students to consider.

177. United States Committee for UNICEF. Child of UNICEF STORIES . New York: United States Committee for UNICEF, n.d.
Packet of eight separate stories. Pakistan story had limited usage and is not included in cultural analysis listing.
The story is of 15 year old girl in Sialkot during outbreak of one of the late sixties wars. See #71 Fraycon, for Iranian story.

178. _____.Hi Neighbor.Guinea India Iran Mexico Poland. Book 4. New York: Hastings House, 1961.
Iran is treated on pages 44-53 with map, flag, history, festivals and holidays, Teheran story song, game, designs,UNICEF in Iran.
Best use is for story, song, and games.

179. Unstead, J.F. General Editor. A Systematic Regional Geography. See Brice, William Charles. Volume Eight South West Asia. London: University of London, 1966.
Three part approach, Systematic, Regional, and the Social and Economic Geography of the Separate States has appraisal from the British expert viewpoint. Compliments the treatments of Wilber, Frye and others.

180.Walker, Barbara. Watermelons, Walnuts and the Wisdom of Allah and Other Tales of the Hoca. New York: Parents' Magazine Press,1967.
Not as useful as Kelsey's books.

181. Walsh, Richard J. Adventures and Discoveries of Marco Polo. New York: Random House, 1953.
Simplified account now reproduced on World Landmark Recordings.

182. Watkins, Mary Bradley. Afghanistan: Land in Transition. Princeton: Van Nostrand, 1963. (The Asia Library series).
Often recommended in reading lists this book is more adult oriented. Better on culture and art history than Weston or Amos but weak on political history.

* 183. Watson, Jane Werner. Indus, South Asia's Highway of History. Champaign, Illinois: Garrard, 1970. (Rivers of the World series). Defines in elementary language the impact of the river in history and today. Useful parenthetical listing under title of each chapte cues the reader on the time scope of items,"(Present Day),(2,500 BC-Present Day), (711-1857)," which is good device if teacher points it out to reader. Newest dams for controlling floods and giving hydro-electric power are mentioned. Tube wells are treated but not mentioned in index.

* 184._____. Iran. Champaign, Illinois: Garrard, 1966.
Good coverage of Old Persia from Mediterranean to Pakistan; of new Iran, and especially useful chapter on Persian carpet industry(Map compares Iran to United States in size.

* 185. Watts, Edith. The Ancient Near East. New York: The Metropolitan Museum of Art, n.d. (School Picture Set series)

Map at front shows place names of digs for cross-reference from the individual photographs and descriptions. Student could use this cross-reference as exercise by numbering its location with number under picture entry. Useful in conjuction with slides on same subject.

186. Weekes, Richard V. Pakistan: Birth and Growth of a Muslim Nation. Pri New Jersey: Van Nostrand, 1964.
Limited use as political and government coverage is strength of this authoritative account. Better to use it at highschool level.

187. Weston, Christine. Afghanistan. New York: Scribner, 1962. (A World Background Book).
This is another book by and geared to informed travel audience. No pronunciation key is given with terms included. Example of hospitality (100) is probably the best of any described as far as helping Western children realize the extent of it.

188. Whyte, Ruth. Great Moghuls. Karachi, Pakistan: Oxford University Press, 1962.
Ink sketches, glossary, and text built around anecdotal incidents in the lives of the first six Moghul emperors provide introduction to this period for middle grades.

189. Wilber, Donald N. Pakistan, Yesterday and Today. New York: Holt, Rinehart, 1964. (Contemporary Civilizations series)
Bengali situation, economic institutions, political structure have all changed since this good coverage of them. His treatment of the topography, history, international relations are good for the better readers grade six and up to handle.

190. _____ed The Nations of Asia. New York: Hart, 1966.
This is a reference tool for younger readers, 6th-7th grades. The summaries in margins and heavy print topics make format excellent source of teaching reference skills.

191. Wilson, J Christy, Sr. Introducing Islam. New York: Friendship Press, 1965.
As reviewed in TNE (No.25,p5) this is a "respectful introduction designed for Christians living in an ecumenical world... sects of Islam, and Black Muslims in United States, are discussed." The author's point of view was first of all that of sympathetic resident in the Middle East, secondly an objective scholar, and thirdly as a public speaker acquainted with the stereotyped ideas of American audiences.

* 192. Wirsing, Robert G and Wirsing, Nancy. Ancient India and Its Influence In Modern Times. New York: Franklin Watts, 1973.
Most of book covers area within present Pakistan boundaries, and should have wider cross-referencing in book review lists as doing that. Bibliographical credit is minimal. Treats Aryans, Harroppian, Indus civilizations in depth.

2.2 TRADE BOOKS- SUBJECT and CULTURAL MATCHING TO TRADE BOOKS

Author By Entry Number	Special Item (page if given)	ANI
Alberts,1	camels	
Ali,S.,6	birds	
Amos, 8	silkworms	
Bahrang, 13	fish,frog,lizard	
Book, 18	in Pakistan	
Caldwell, 34	camels(55)	
Chevallier, 36	yak	
Clarke, 38	Marco Polo sheep	
Earle,52	camels	
Kauffman,S.A.,87	Afghan hound	
Khandpuri, 94	yak,sheep,goat,camel	
Krishnan, 100	birds, animals	
Leigh-Pemberton, 109	yak, bactrian camel, snow leopard	
Majumdar, 115	birds	
Nilsen, 130	color-coded sheep	
Osmond, 131	Central Asian rarities	
Phillips, 137	Persian Gulf fish, locusts	
Potter, 141	sponge fishing	
Potter, 142	donkey	
Ritchie, 149	falconry	
Scott, 156	on postage stamps	
Social Science Staff,164	yak [Use with #100]	
Alexander,4	Minaret of Jam	ARC
Amos,8	general	
Hinckley,78	general	
Scott,155	stamps	
Scherr-Thos,157	surface decoration and design	
Rice, D.,147	Islamic	
Rice, T.,148	Central Asia	

2.2-

Caldwell,34	Pakistan (24-28)	ARH
Copeland,42	Tell,description (138)	
Mercer, 123		
Piggott, 139	best source for maps	
Watson, 183	Indus (28-36)	
Alden,2	some Persian	ART
Amos, 8	Afghan forms	
Dimand,49	Persian miniature best source	
Ettinghausen,55	Moghul	
Grube, 75	Islamic best source	
Hinckley,78	Bihzad and others	
Lionni, 110	style of Persian miniature	
Lukens,113		
Nevil,127	peacock throne	
Price,144		
Rice,D.147	Islamic best source	
Rice,T.148	Central Asian best source	
Schloat,155	carpet making picture	
Scott,156	stamps	
Takai, 170	indigenous Afghan	
Tattersall,171	carpet weaving, process and knots	
U.S.Committee for UNICEF,177	motifs used in mosaics and carpets	
Watson,184		
Watts, 185	art of Persia	

.2-2-3	Alberts,1,	Alexander,(hereafter called Al) BIO
	Amos,8,	Afghanistan area, ten people
	Bauman,15,	Genghis Khan (hereafter called GK)
	Buehr, Walter,31	Marco Polo (here after called MP)
	Caldwell, 33,	Afghanistan area, eight people
	Caldwell, 34,	Pakistan
	Clark, 38,	MP, Stein, Hedin,Younghusband
	Clifford, 39,	Afghanistan area , eight people
	Cohen,40	Buddha
	David,46	GK
	Fairservis,57	GK
	Graves,73,	MP
	Grosseck,74,	MP
	Judd,84,	Jinnah, Lord Curzon
	Kenworthy,92,	Jinnah
	Kimmel, 95,	GK organization of troops
	Knight,97,	MP
	Lamb,102	MP
	Lattimore, O.,104	Ibn Battuta, Stein,
	Lukan, 110	Al
	Mercer, 123	Al
	Payne,133	Cyrus, Darius
	Peach,134	MP
	Price,143	MP
	Ritchie,149	GK
	Ritchie,150	GK
	Robinson,151	Zoraster, Darius, Cyrus
	Rugoff,153	MP
	Social Science Staff, 164	MP
	Walsh, 181	MP
	Bothwell, 19,20,22,24,25	Moghul fictionalized

2.2-2-4	Brice, 28,	1000BC-1900 Persian	CIV
	Fairservis,58	4000BC-1900AD world civilizations	
	Judd,84	883 King Alfred-Lord Mountbatten 1947	
	Phillips, 137	570-1964	
	Piggott,139	Time Lines, Maps	
	Rice, D.,147	Persia 638-1736; Afghanistan 711-1857	
	Rice,T.,148	4 major areas 3,000 BC-1000 AD	
	Scott,155	items on stamps	
	Wirsing, 192		
	Ali,5	(61-64)	CLO
	Clifford	note error (44) Hazara women's wear	
	Caldwell,34	(77-79)	
	Copeland,42	sketches (85)	
	Nilsen, 130	Afghan modern	
	Scott,155	types on stamps	
	Social Science Staff,164	Central Asian	
	Scott,155	stamps	COM
	Bryant,30	poor, why?	ECO
	Hinckley,78	Iran	
	Caldwell, 33	Afghanistan	
	Department of State(Background)47	All three countries best sources	
	Fracyon 71	Iran	
	Judd,84	Pakistan	
	Kennedy 91	Afghanistan	
	Konishi, 98	Salary of laborer, check for accuracy	
	Laffin,101	Pakistan loan to Indonesia	
	Scott, 155	stamps	
	Teta, 172,173	Iran, Pakistan	
	Turner, 176	Multi-National and cheap labor	
	Wilber,189	(157-187)	

Ali,5	Artan (56-57)	DAN,DRA, see music also
Baghban,11	Afghan drama sources	
Caldwell,34	Pakistan education Syed Ahmad Khan(56)	EDU
Baghban,10,11	Herat, Islamic	FLK
Christensen,37	Persian	
Kayeum, 88	riddles	
Steel,167	Pakistan	
Walker,180	errors possible	see literature also
Amos,8	salt ground up	FOO
Berry, 17	desert food, chipatti,	
Boyle, 26		
Caldwell, 34	(76-77) chipatti, curry	
Copeland,42	yogurt	
Dreany,50	spices	
Kayeum,88	meals, foods	
Lengyel,106,108		
McKeller,116	cookbook,Afghan	
Mazda,117	cookbook,Iran	
Menconi, 122	Arabic foods	
Social Science Staff,164	Central Asia	
Spiegelman,165	one kind of Afghan village	
U.S.Committee for UNICEF, 178	Polow rice recipe (52)	
Ali,5	Buzkashi(esp.57-60),other	FUN
Amos	Buzkashi(97-100)	
Caldwell,33	Buzkashi	
Clifford,39	Buzkashi	
Copeland,42	general fun	
Kayeum,88	family together	
Lengyel,108	pir kaudi(69)Pakistan	
U.S.Committee for UNICEF,178	Ear and Nose,(52)	

2.3 BIBLIOGRAPHY of TEXTBOOKS BY PUBLISHER

Allyn and Bacon, © 1969. Edward R. Kolevzon, ed. The Afro-Asian World: A Cultural Understanding. Unit VII The Moslem World. Minimal use.

American Book Company, © 1971. O.L. Davis, Jr. and others. Learning About Countries and Societies (Series: Exploring the Social Sciences). Teacher Edition edited by Donald N. Morris. Unit 4 India. Unit 5 The Middle East. Unit 8 The Soviet Union. First purchase because the total approach is usable with the style of Morris' use of guide for teacher. Documents sources of statistics which assist the teacher in directing paraprofessional or student in updating of facts. Critical reading, analytical skills, points of view multiple. Text follows multidiscipline approach with each unit subdivided: Chapter 1 A Geographer Looks at the Middle East. Chapter 2 An Archaeologist Looks At the Middle East. Chapter 3 A Historian Looks at the Middle East. Chapter 4 A Sociologist Looks at the Middle East. Unit 5 varies the disciplines covered: 1 Anthropologist, 2 Political Scientist, 3 Geographer, 4 Urbanologist. In the green T.Ed. pages 5.20 Morris summarizes: It is most difficult for any text to be accurate and up to date on a topic such as the Middle East, where continued conflict and explosive event can change conditions, political boundaries...overnight. Current news publications [must be relied] upon for much information... Nevertheless there are certain kinds of questions... and approaches to be taken." (TE5.20)

In the same section he cites the problem of oversimplification in dealing with complex events at elementary school level. The solution is to recognize different perspectives.

Benefic, ©1971. Edith McCall, Muriel Stanek, Evalyn Papparlie ed Man and the Regions of the World. Fourth book in series. (Series: Man in a World of Change, Grades 1-6). Fair use. Stresses regional studies from learnings for "Knowledge, Process, Social Responsibilities."

___,© 1971. Man His World and Cultures. Sixth book in series above. Objectives and special data bank pages modify old textbook approach, but it is still a one-text-per-pupil. Textual oversimplifications, and printing errors make book useful for critical reading analysis activities.

Harcourt, Brace, and World, ©1968 and ©1970. Paul Brandwein and others. Principles and Practices in the Teaching The Social Sciences: Concepts and Values. A new social studies approach which is built around five cognitive schemes and development of concept, concept-statement, supporting concept statements within units subsumed under each main scheme and spiraled through grade levels. Color scheme aids in physical identification of grade level or prior learnings. Teachers using this approach could readily adapt the Afghan-Iranian-Pakistani cultural materials to illustrate concepts. Handbooks, library, visual aids are needed.

Holt, ©1972. William R. Fiedler, general ed Roger C. Owens authored Inquiring About Cultures: Studies in Anthropology and Sociology.(Series:DataBank) Only student text was available for review and the approach requires elaborate, extensive use of artifacts, simulation games, and other written materials. Full page close up photographs with simple, smooth flowing text are strengths of text. Maps are excellent three color. Afghan-Iranian-Pakistani learnings highly possible but not included .

Holt (continued). This series introduces the idea of a Parent-Helper as classroom worker "to give children opportunity to gain insight into heterogeneous cultures, beliefs, values, and life styles." (Kindergarten Teacher's Edition, p.xvii). Fifteen explanatory pages give rationale for the complete program which has twelve multi-media elements in Data-banks for Levels Three - Six. That, plus textbook which is "for focus on problem or additional information," and the teacher's guide for strategies are components. One strength related to this study is the repeated, simple, expanding definition of concept of culture. Series has good glossary approach.

Houghton Mifflin Company, © 1972. Don Peretz, ed. Middle East: Regional Study. (World Regional Study Series). Not available for review. A telephone call to the Boston Editorial Offices gave information of forthcoming series which has no data on specific subject matter yet, but the approach will be thematic. Publication date 1976.

Macmillan, © 1971. John Jarolimek and Bertha Davis, Senior Authors. The Ways of Man: An Introduction to Many Cultures. Area consultant was a sociology professor, Monroe Berger; see the section, "Ways of Man in the Middle East, pp. 90-143. Subdivisions are: 1. Middle East in Other Times 2. Middle East Today. Especially good maps.

Praeger, ©1970. David W. Miller and Clarke D. Moore. Middle East Yesterday and Today. (Series: Young Readers). (Also listed as: The George School Readings on Developing Lands). Series has minimal indexing of Afghan-Iranian-Pakistani topics. Book is divided into: Introduction, I. Geography, Climate, Natural Resources, II. Anthropology-Sociology,

Praeger (continued). III History 600-1850 A.D., IV. History 1850-Present, V. Current Economy and Social History; Bibliography; Glossary; Index. Minimal use for elementary school level.

Science Research Associates, © 1973. Lawrence Senesh. Regions of the World. (Series: Our Working World). Best text from terms of teacher's ease of approach. This does not lessen th glaring errors in maps and support materials of The Social Science Satellite Kit. Battery of materials is necessary purchase for this program: Teacher's Resource Guide; hard-cover textbook and soft-cover Problems Book per pupil; teacher's edition of Problems Book, the Social Science Satellite Kit which is 36 booklets with average of three readings each and components of "Headnotes" to give background and "Critical Thinking Questions"; and New Paths in Social Science Curriculum Design. Sesesh describes this approach as having four major kinds of orientations: systems aralysis, research- as related to world regions and problem solving, spatial-as individual relates to self, and time-as related to others, (p.15 TRG). Chapter 11, The Oil Regions of the Middle East is especially given full coverage for concerns of this bibliography. Ideas on population areas of world give student predigested approach to "Thin, Thick, and Overpopulated",p.2

Silver Burdett, ©1972. George H.T. Kimble. Man and His World. (Series: Contemporary Science Curriculum). This text is written in casual,personal, narrative style that may appeal to students who find highly scientific terms difficult. Especially good for historic coverage, variety of maps. Emphasis on plant and animal breeding is unique.

2.31 SUMMARY OF TEXTBOOK COVERAGE ON AFGHANISTAN-IRAN-PAKISTAN

Topic	Listed by Page Number in Student Text Unless Otherwise Coded:			
	Amer.Bk.Co.	Benc.*	S.R.A.	Sil.Bdt.
DEFINITION of Mid.East	T.E.212 TG.5.1 "7 Countries plus Ar.Pen."	-	140 "cultural center of Islam"	522 ch "SW Asia & NE Africa" 513 ch "Mid.S.Asia"
TREATMENT of AFGHANISTAN	Applicable learnings are	156 (6) 307	Islamic bloc 140-162	
IRAN	covered in T.G.5.1 to 5.24	204-5	140, 155-58 280-295	87, 104, 212, 333, 415
PAKISTAN	-	305 o.d. 156,244, 256, 409	25Pr.Bk.w;	82, 235,419 123m
BIBLIOGRAPHY	TG5.22-5.24		TRG 102-3 TRG 186-7	-
ARTS	-	-	(films) 150-153;137	209p of latex.arh 207p error lapis
GOV	-	-	24 Pr.Bk.;SSSK 11 154, 34-35 o.d.	-
HIS	12m; T.G.5.7 240m	94, 263 291	382 m	389w 136-137
MINORITIES	392 ch	305 B'dsh	25Pr.Bk.E 140-147 E	-
REL-ISLAM	241	184 E,w;	147-49 E; SSSK,#12 E	
RESOURCES	214	160,198, 204,209 249,341	280-295 SSSK #23,24; Pr.Bk. 42-45	516 ch,
POPULATION	252 ch	339(4)E	29-30	513 ch; 430-431 m,E
TOPOGRAPHY	214	No Asia m,	-	224,82,235,506-7m
OTHER	LAN 171 m			ANI 239-243

Key: CA-Central Asia ,E-error, W-weak, o.d.-outdated, m-map, ch-chart,p-picture

* Level 6 unless shown

3. BIBLIOGRAPHY OF AUDIO-VISUAL ITEMS

3.1. KITS-ANALYSIS OF TWO TYPES

American Universities Field Staff, Inc. Man at Aq Kupruk: A Town In Northern Afghanistan, © 1973. (Series: Field Staff Perspectives). Materials for minimum of twenty lessons for grades seven through twelve are contained in box the size of a ream of letter paper and include a twelve page outline for teachers, one cassette recording, four color prints, two simulation games, sixteen activity sheets, and fourteen Fieldstaff Perspectives. The latter are abbreviated forms of studies adapted from field work by the anthropologist, Louis Dupree. Ostensibly this is reliable presentation from the viewpoint chosen by the editors who wish to stress "structural organization...and the subjective expressions of human activity" in diverse cultures. The materials assume expertise on the part of classroom staff who will need to develop thinking strategies of questions to relate this adult level material. The cassette is not well reproduced to authenticate language sounds or ordinary bazaar activity. Lesson suggestions do not include evaluation instruments which would measure the effectiveness of the activities. The film which is being prepared for release in late 1974 has misleading title that would equate this small ethnic pocket with the entire Afghan culture. The Bibliography on pages ten and eleven of Suggestions for Teachers seems to be arbitrary collection of adult level books. Hopefully the editors will continue to refine this set.

Center for War/Peace Studies of the New York Friends Group, Inc. Intercom,#71-Teaching About Spaceship Earth: A Role Playing Experience for the Middle Grades, ©1972. This booklet contains an essay of justification on approach to global interdependence, a teacher's guide, Activity sheets for reproduction in class quantity for simulation game which would cover about one month of teaching activity, resource lists of materials [outdated in several items], resource list of organizations, and an evaluation sheet. In contrast to the previous item which stressed the specialists' view of cultural studies, this kit has been prepared by educators who wish to emphasize the value of early introduction of United Nations and UNICEF to American children. The goals of teaching children the necessity of "dynamic interrelationships...and value of human diversity" are attempted by relating four actual cultures(Iran, India, Dahomey, Peru) to hypothetical invasion from a self-contained planet. The four lessons are built on the children's mastering five science concepts through activities on: What is a system?, A Space Terrarium, Plants Make Oxygen, Pollution of a System, Pollution of the Earth's Water System, Limitations of a System. No breakdown of evaluation procedures for each lesson is given to the teacher, but the teacher persuaded of the value of making children aware of world problems will invent her own approach. There are ample addresses of resource materials and organizations which present factual useful, inexpensive items.

3.2. FILMS- 16 mm and 8 mm

Films actually previewed were all from International Film Foundation. They are available for rental or purchase and are also found in Super 8mm cartridge form. Authentic sound track with no English imposed:

* Baking Bread(Pushtu), ten minutes, color. Introduced by map of USSR, India, China then it focues on Afghanistan and Pakistan Wooden bread bowl, copper water vessel, enamel basin, skin bag, dung fire, triangular cast iron frame for pan over fire all succed in demonstrating process of preparation and utilization of limited utensils.

  Boy's Games (Pushtu), five minutes, color. Actually the film is not juvenile but young men who demonstrate wrestling and one-legged cock-fighting stance. Rules of game are not evidenced by one following the sequences, therefore its use is limited.

* Building a Bridge (Tajik) ten minutes, black and white.

  As with most of these non-narrated films, elementary grade level students would profit from saturated showings-several successive viewings would enable them to be impressed with minimal tools an with village cooperation involved. Sequence with background mus shows bridge being extended from both sides of river at 10,000 f altitude in Badakshan region. Rushing torrent, drama of boy's s across to join river sections; use of rock to drive wooden pegs, reach dramatic conclusion with the bridge completed and sheep go across it to market area.

* Buzkashi (Afghan Tribes), eight minutes, color. The action shots of this rough, fast moving game on moving picture should be augmented by printed texts described in books on the country. While the subject exciting, the film is not as necessary to sympathetic understanding of the culture as are several others in this series.

* Casting Iron Plow-Shares(Tajik), eleven minutes, black and white. Basins of sand from riverside are dampned and placed on revolving stand over wooden mold; core tapped out, left to dry; the raw iron is sieved and put into mold and on outside of it. This form is laid in circular pattern of about ten shares in wet sand bank; then a large ladle of molten iron is poured int the molds. The unit is lifted out; edges are smoothed off before it cools. To a generation of learners who are exposed to sand cast candles and free-form plaster cast in sand, this film is excellent for them to interpret a utilitarian use of the process. Recommended for first purchase.

* Grinding Wheat (Tajik), seven minutes, black and white. Sophisticated angles of photography on sequence of grinding wheat into flour and barter system of paying miller with handful of grain are well done.

Making Bread (Tajik), eleven minutes,black and white. Not recommended as sequence will be difficult to follow. Much of photography had to be done at an overhead perspective which might confuse young viewers.

Making Felt, nine minutes, color. Excellent sequence begins with the hobbling and shearing of color-coded sheep of fat tail variety, flailing, laying out on wool rug and covering with cotton cloth strips. Swatchesof dyed yarn produce color during one step of total process.

* Making Gunpowder (Tajik), ten minutes, black and white. A method similar to that used during the American Revolution for mixing charcoal, potassium nitrate, and sulphur is authentically shown and completed by being stored in moisture-proof powder horn [The horns are readily reproduced for tourist trade in Afghanistan, and thus would]b possible realia in cultural study.] Useful for the middle grade advanced student, unless one feels the item might spark interest in developing one's own powder!

Men's Dance (Pushtu), eleven minutes, color. A rugged form of drama that can be interpreted in viewing this film would not be as keenly appreciated by students under age ten as those in secondary studies at highschool level.

* Pottery Making (Tajik), fifteen minutes, black and white. Demonstrates the firing as well as producing and distribution of lowfired pottery. Useful as comparison study to Southwestern and Mexican processes. Kiln processes varied in different regions of Afghanistan and this Tajik method is less sophisticated than the one used for cottage industry efforts of QalaMuradBeg town in valley north of Kabul.

* Shearing Yaks, black and white, nine minutes. Domesticated black and white yak herds are sheared by men with large scissors, then wool is flailed, and hand spun into balls of yarn. Excellent to demonstrate paucity of materials, and to reinforce concept of yak as beast of burden farther west than Tibet where textbooks usually place it.

BEST COPY AVAILABLE

Threshing Wheat, nine minutes, black and white. After the preliminary map study which is present in all the films, the sequence portrays preparation of threshing floor by oxen with log drag, chaff layer spread over this hardened surface, unmuzzled oxen [which is not always the case], willow pitchforks, circular motion of oxen treading stacks of wheat, round winnowing baskets, and final scene of sack being filled with grain and closed by weaving willow wathe through openings in woven donkey bags. This is first of the three films which show process of bread making, by Tajiks.

* Weaving Cloth(Pushtu) nine minutes, color. Demonstrates the building of portable three legged triped loom, threading process, and actual weaving to completion of selvedge. Done in the highland area between the Band-i-Amir Lakes and Bamian Valley, the high pasture area of the Pushtu kuchi people, this film is one of those useful for first purchase.

Note: This reviewer was impressed with prompt service of producer and his associates who have produced a work of art and are justifiably sure that it is worth the cost of rental.

Secondary listing of other films recommended for elementary grade level are described in three standard guides:

Educators Guide to Free Social Studies Materials, Thirteenth Edition, 1973. Patricia H. Suttles, editor and compiler. Listed eight free films on region

8MM Film Directory, Grace Ann Kone, editor and compiler, 1969. Listed over fifteen films in South Asia series that relate to Pakistan culture and some of land of Afghanistan pertinent to developing country concepts.

National Information Center for Educational Media(current indexes)4th ed.

3.2. FILMSTRIPS

Learning Tree. Living In Other Lands: Strip L: Iran RES PEO TOP

Emphasis is not on history, government; but is of use for stress on modernization statistics. Omits jet airports and automobile industries and Asian highway. Color coded with cassette.

* Coronet. Life of a Nomad People: Life in Camp, S152-1. 50 frames

Ten minute side one of record narrates the unnumbered frames. Useful sequence describes bordering country locations, climate, herding occupation, tribal loyalties to Pushtun groups, roll of male head of household and of women. Clothing, food, barter activities, schooling, religious ties are adequately described. Bamian village and valley with short sketch of Buddhist origi. are described as trading center, but no mention is made of how Pushtuns actually entered the area at invitation of King Rahman in 1890. Another weakness is that the routes are not defined as being systematic in spring, autumn exodus from highlands; the implication is rather that the tribe wanders back to the winter home. Implications of widespread illiteracy are stereotyped by the comment:..."most Afghans can't read. The children find simpler pleasures."

_____.Life of a Nomad People: Travel and Trade ECO ANI

This is the better of the two filmstrips which are only available as a unit. Stress is laid on merchant role of nomad men. Excellent sequence of fat-tailed sheep includes the color marking and the use of sheep for wool, fat in cooking, and basic worth of animal. Interior layout of courtyard area in caravanserai is excellent. Narrative cites only the route of nomads who winter in eastern area; omission of various well defined trails taken by part of the tribes to southern areas could laad to oversimplification. Musical background is weak selection. Cities of Qarabagh, Jalabad reflect American accent stress and Hindu Kush mountains, Koh-i-Baba range on the record are poorly read.

Coronet. Living in Asia Today: Among the Markets of Afghanistan, S127-8. 52 frames. Part of series that covers entire of Asia, this strip SOC attempts to introduce intermediate level children to entire culture. Modernization in Kabul is represented by the one supermarket which is contrasted with open air vending of carpets. Produce from Pakistan in fruit markets is shown with locally dried nuts. Emphasis shifts to holiday activity at New Year's Day with scenes of wrestling, of crowds, and wooden wheel for children's play. Travel by open, painted truck to Tashkurgan precedes section on bread baking, water carrying, cloth shop vending, and then shifts to series of five frames of lacquer work in Tashkurgan bazaar. Samovar, flute player, bubble pipe frames complete the strip. Compiler chose the Urdu terms to describe the two wheeled cart (tonga rather than gaudi), and woman's veil(burka rather than chaudri). Pronunciations of Kabul (Kaybul), nan, bolani, balushes, kebaob are very pporly done.

* Curriculum Materials Center. Life in Iran, Set 94. This series examines definite aspects of Iranian culture in depth by coupling good photography with captions prepared by skilled social studies teacher. Areas covered are not outdated for interpretative picture anaylsis even though they were taken in early 1960's. Each of the three filmstrips is introduced with frame that gives vocabulary of special terms and another which gives the teacher learning objectives. #714-Iran, People, and Culture emphasizes through map frame and picture sequence the extent of the Persian empire under Darius; the development of Teheran; purpose for housing construction; and the opportunities for women in modern society. SOC HIS

#715-Harvesting Food From Land and Sea locates the fertile Caspian area and contrasts this Mediterranean climate with the more well known huge, dry plateau sections. Frames develop the cereal, fruit, vegetable production as well as tea, rice, caviar and tobacco industries. Salt water fishing for tuna, salmon, sturgeon, in the Caspian are covered; but users should supplement the study with material that includes Persian Gulf fishing industry. ECO

#716- Industries in Iran examines the processes of tile, pottery, ECO carpet, silk cottage industries well. Four frames at the end describe the importance of the oil industry, but not with the better emphasis that later published editions of oil company handouts could give the reader. The sections on tile making as surface decoration of religious buildings and those on carpet making would form portion of core collections. ART

[The above set may be listed under Herbert M.Elkins Company in indexes.] International Communications Foundation. [Often distributed in catalogues of suppliers such as Demco or Doubleday.] Afghan Panorama. 48 frames. Depicts general scenes of people and some historic sites. PEO HIS Includes Buddist archeology artifacts, Nuristan architecture FUN and grave markers, Band-i-Amir Lake, pottery drying, rug weaving, port to Russia, tailoring of Karakul skins, tile making in Herat.

Afghanistan: The People and Their Country. Film study uses ink sketches interspersed with outline maps of Afghanistan to show peasants, nomads, traders, landowners, civil servants. One frame has bar graph giving estimated division of population into those categories. Major cities, river system, ring road, American financed land reclamation project in Helmand are featured in the maps. Yurts and Turkoman ethnic groups are mentioned.

Trade Routes That Built Afghanistan. This, as all of the items reviewed from International Communications Foundation, is based on articles produced by Swedish sociologist Jan Myrdal and his wife Gunnar Kessle who spent three years in Afghanistan in mid-fifties. This film strip was field tested with average,achiever group of sixth graders who responded to presentation of 74 frames by asking to hear-see it again. The accompanying record simulates voice of Abdur Rahman and others in attempt to give oral history flavor. Frames are water color with maps interspersed to show: direction of Eurasian invasions, solidifying of Afghanistan by Abdur Rahman. Needs to be updated to include the Asian Highway concept of twentieth century for surface travel; and jet routes that eliminate stopdowns in southern part of the country. The unique lantern ceiling architecture is detailed in two frames but not logically placed in total study.

If You were a Boy Born in Afghanistan is the weakest of the strips produced in this series. Frames are repeated at intervals as learning technique but not successfully. Map frame does not note Kabul and Afghanistan in context. Yurts, Quala Beist architecture, Sarobi power, mosque type schools, shops for posteen sales date the whole strip.

3.2. RECORDS- SPOKEN AND MUSIC

This section overlaps with the synchronized cassette or recorded disc units that are used with filmstrips. Items reviewed do not have film strips with them.

* Anthology Record and Tape Corporation. An Anthology of the World's Music: The Music of Afghanistan, AST 4001. Concise, accurate recording by a musicologist gives authentic reproduction and detailed technical notes useful to music department or student at upper elementary doing research on instruments, sounds, genre. Uzbek and other ethnic groups. MUS

Enrichment Materials Inc. Enrichment Records: World Landmark-Side A Adventures of Marco Polo EWR 308 A. Audio Cardalog 67094. Side B Genghis Khan and the Mongol Horde, EWR 308 B. Audio Cardalog 67095. BIO HIS

Makes use of basic text biographies developed by Random House series of the same name. Notes are prepared by Helen McCracken Carpenter to assist teacher in literal thought processes and higher level thought questions. Authentic music, "Hawl on the Bowline", would perplex learners trying to be accurate on details; but it adds to effect of presentation.

International Communication Films. Music Afghanistan. This is side B of record for filmstrip: Afghan Panorama. Includes seven vocal and instrumental pieces. No translation of words. MUS

* Nonesuch Records. Afghanistan: Music from the Crossroads of Asia, H-72053-A. Ten authentic pieces with accompanying translation and notes. Useful in any classroom study at upper grade level; if appeal to romantic theme is wanted. One short three minute robab solo, "Song of the Cricket", is humorous interpretation of the insect. MUS

3.2. SLIDES

Many slides for Pakistan and Afghan art topics are listed in the pages of the Asia Society Guide to Films, Filmstrips, Maps and Globes, Records on Asia. The availability for loan, rental, or purchase is quite restricted with about half the entries being confined to locality in vicinity of the institution.

Demco distributes a set of slides representing Islamic art forms in conjunction with sale of David Talbot Rice's book annotated as entry #147 on 2.2 list in this paper. Reproduction average quality.

Metropolitan Museum of Art. Color Slides from the Metropolitan Museum. Entries pertinent are under "Near Eastern Art" and "Far Eastern Art":

730 -Basin from Iran 14th century; 732-Compartment rug, Tabriz 16th century; 734-Ewer, bronze inlay 13th century; 735-Ewer c. 6th century;

* 736-Funeral procession and burial preparation from copy of Mantiq al Tayr, Bihzad Herat 1483.

* 738-The language of the birds same source and type as #736.

* 740-Miniature Painting: A princely hawking party in the mountains Iran, 1580.

* 752-Fragment of a panel: hunting scene, ivory, 8-7th century B.C. Iran.

757-Funeral of a prince, from Shah-Nameh, Iran, 1330-1350.

503-Pair of doors, wood inlaid with carved ivory panels, 13th-14th century.

* 817-Relief: Marine deities or boatmen, Gandharan, Kushan 1st century A.D.

Museum of Fine Arts Boston. Color slides catalogue. Three entries under "Indian, Persian, Korean" section: Bowl, pottery Persia, 12th-13th century; Gautama Buddha, bronze sculpture; Prince and Lady, Persia.

3.3. MAPS AND TRANSPARENCIES

Current catalogues of related map materials for schools were analyzed from Cram, Denoyer-Geppert, Nystrom, and Rand McNally companies. No company stocks maps of the three individual countries. One lists a physical-political map for India, Pakistan, Burma, Ceylon but no mention is made of Bangladesh. All were vague about sectional divisions about Middle East, South Asia, and adjacent areas.

George F. Cram Company. Series of levels progress in map usage from the Beginners Map of the World Armadillo ed uses prime meridian at center which facilitates accurate location of Asian countries. Shows heights under and over 5,000 feet; indicates location of Indus and Amu Darya (Oxus) Rivers, and only two cities, Teheran and Karachi.

Desk outline maps represent Asia, Eastern Hemisphere, and Armadillo world only.

World History Maps are titled: Persian Empire About 500 B.C., Campaigns and Empire of Alexander, Mohammedan Conquests at Their Height [Note the wording of title.]; Asia, Political.

Transparencies of continent of Asia are available as single unit.

Denoyer-Geppert . Stresses world geography in series. Imports excellent series from Europe: Wenschow, World Population and Cultural Patterns; Breasted-Huth-Harding, World History Maps (four titles applicable); Westerman, Contemporary Social Studies; Haack, Asia Climate-Vegitation. Best single contribution of this publisher is theWesterman regional map #143821 Middle East/India at 64 miles to inch. An expensive related item is the laminated study print set of 16 pictures on Middle East and India.

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Nystrom. Scaled physical-political maps of Asia are emphasized for elementary grade level. Transparencies and desk outlines using identical projection are given. Raised relief maps on vinyl of Asia give texture-sensory perception. The American Geographer Map of the Middle East bisects Afghanistan and West Pakistan which is limitation. History maps go beyond the usual representation of (KW 4) Alexander's Empire to have ones on Mongol-Turkish Conquests-Eastern Trade Routes (KW11) to U.S.S.R. Territorial Expansion (KW 29).

Rand McNally. Early levels of physical and political maps are clearer to follow than the upper intermediate series. Comprehensive collection of world history maps includes: Alexander's Empire and Hellenistic World, 3rd Century B.C., Eastern and Southern Asia About 750 A.D., * Asia at the Death of Kublai Khan 1294, Asia 1900, * Expansion of Russia in Asia (1533, 1598, 1689), Asia After World War II; all available in set of World History Map Transparencies.

Milliken Publishing Company . Materials from this supplier were purchased for complete annotation. Each of the three books has twelve full-color transparencies and twelve spirit duplicating pages in addition to summary of learning material for teacher; but all material is not relevant. The Age of Exploration, Susan Lampros, includes transparency on Marco Polo with 6"x 9" map of his journeys. Assyria, Chaldea, and Persia, Martha Kuhn and Marilyn Chase, has four transparencies on Persian Empire, Background material of detailed description of king's throne and costume; Persian Religion (Zorastrianism); Persian Art (six famous pieces. For further study learners are directed to four activities.

This set could have been much more useful if the map of Persian Empire had been exact scale of the one on Assyrian Empire; especially so should it have been since the spirit duplicating master has composites of both empires on single study sheet.

* Byzantine and Moslems, Susan Lampros. Excellent, inexpensive source of major concepts is available in this set. First transparency has two maps comparing extent of Byzantine and Moslem Empires. A good summary of the life of Mohammed is given in the background notes for overlay seven. Overlay eight describes the five tenants of Islamic faith and a spirit duplicator sheet reinforces the learning. Islam as a political force stresses commerce routes, the rule of caliph's who are defined as "rightly guided ones". The tenth frame stresses the unique features of Islamic architecture from Granada to TajMahal. Islamic arts are summarized by illustrations of carpet weaving, literature, ceramics, and decorative tiles. The author in notes on religious ban of representing physical human forms does not make it clear whether the "popular notion of a religious ban" originated in the West or in Islamic World. The last frame on Islam's Contributions to Culture makes erroneous claim that "Arabs, unlike other conquering peoples, did not wantonly destroy the accumulated riches of these learned cultures, but instead preserved them by cataloging, arranging translating, and embellishing the works of [Hellenistic, Persian, and Hindu]". A good description of science, mathematical, musical contributions to culture is included. The author and illustrator should have added the Arabic Alphabet some place in this set as the comparison of Greek and Cyrillic alphabets is an exciting contribution and similarities of Arabic would have been even better.

30108

* National Geographic Educational Services. "Middle East:Cultural." Part of series of special interest maps this is one of the most economical accurate maps of the area. The ethnic notes were prepared by anthopologist, Robert Canfield, who has spent over ten years in area studies of Afghan cultures.

* The Daily Telegraph, London. "The Daily Telegraph Map of the Middle East, India, and Pakistan". This 36" x 24" map can be procured in bookstores or on newstands of international airports. It is an excellent item with clear political markings and small print items of historic signifigance on locations. Insert maps show: Population, Economy, Distance, Religion, and England and Wales on same scale.

3.4. REALIA

This term is educational title of wide variety of items which usually represent a specific aspect of a culture in such a way as to lead the learner into inquiring about its use. Money, clothing, food samples, musical instruments, craftsman tools or models are now available in commercial sets for some cultures. None were found currently available for the three countries.

A secondary source for these items in urban areas would be the import stores which feature Pakistani mirror work, lacquer, brass; Iranian carpets, inlaid silver, turquoise; Afghan posteen embroidered skin jackets.

Flat prints of miniature paintings are not authentic as their source is from reproduction agencies in Japan, Europe or North America; however they are included here to assist the art teacher.

Representative prints well produced are:

* British Museum: Babur-Nameh, from Persian manuscript; India 16th century. Post card size of larger print.
* Freer Gallery of Art, Smithsonian Institution. 33.4 Woman Rolling thread. Persian painting, 16th-17th century. Post card of 6 7/8x3 3/4 in.
* 32.6 Prince Mihr Cutting off lion's head at one blow, Bukhara,1523.
* 46.2 Two Lovers landing on the island of terrestrial bliss,Mehhed 1556
* from Haft Arang by Jami. 54.4 Battle Scene, 1530. These last three are exact size of original and mounted on sheets of 9 x 12 paper.

Metropolitan Museum of Art. M90 Gold Brocade Persian XVII century; Horse and Runner; Two Elephants Fighting, both from Fletcher fund

* Indian Mughal school; Prince Riding an Elephant, Rogers Fund; Mughal.
* Boston Museum of Fine Arts. Lion Chained, Herat, Behzad school.

4. BIBLIOGRAPHY OF SERIAL ITEMS

4.1. STAMPS

Stamps are the bridge between printed information sources and the realia objects like currency notes. The countries represented have central government policies that can be recognized in their subtle choice of stamp issues. Also their participation in multi-national political organizations and alliances are evident from issues that emphasize the branches of United Nations, Non-aligned Countries, Arab League, Turkey, Iran, Pakistan Treaty. Efforts to educate the literate on health policies are in evidence also. Miniature maps are good. SCOTT Standard Postage Stamp Catalogue 1974, 130th ed gives the following page coverage by nations:

Volume 1 Pakistan [Included in list of Commonwealth countries even though Bhutto officially withdrew.] pp.482-492. Note maps, and mosquito-malaria especially.

Volume II Afghanistan; pp. 2-21. Note especially animals, historic spots; flag-national and Pushtunistan [both from old monarchy era]; Zahir Shah signing constitution September 11, 1965; wild boar [a most unpleasant animal to moslem devotees]; August 23, 1972 Queen's picture on with King; June 14, 1968 Queen on alone [barely a decade after women were unveiled]; time line of cultural events with excellent reproductions of artifacts from archeology sites.

Volume III Persia [Anglo influence persists in the title of this entry for Iran.];pp.425-452. Note especially Persian woman by Behzad, July 21, 1972; Princess as Girl Guide, June 24, 1968; Woman Lawyer holding scales of justice, April 8, 1969; off shore oil rig; chess.

4.2. NATIONAL GEOGRAPHIC EDUCATIONAL SERVICES

The Society is internationally recognized for fidelity. The impetus to research for elementary level learners is given through filmstrips, books, films, cartography, recordings, and the School Bulletin. In addition, an even simpler text is provided for the pictures of the society through the Alexander Graham Bell Association for the Deaf, Inc. in the serial, World Traveler.

Books:

* Gypsies, No. 088, ©1970. Authentic account of travel from England to India narrated by group conversant with languages of the area and rich with anecdotes which make ethnic mores memorable. Interview with the eminent linguist, Dr. Rawan Farhadi, in Kabul as well as the description of route in Iran and Pakistan sympathetically describe ethnic groups present in the countries who are seldom mentioned.

* Nomads of the World, No.098, ©1971. Describes the migratory routes of major tribal groups in the area, includes the emphasis that routes are fixed and not meandering whims of any current year's path.

Maps:

* Middle East: Cultural, 31 illustrations include facial characteristics of various ethnic groups. Printed on both sides and available either in plastic or paper.

Back Editions:

Selected National Geographic Articles containing information on each country are listed including cost of purchase and annotated as to color or black/white photograhy. This simplified bibliography is easier to use than the comprehensive indexes available in public libraries. Either approach is adequate for superior reader doing in-depth research on the country.

National Geographic School Bulletin:

* Volume 49 (May 3,1971)29, pp.450-455. "Cyclone's Survivors Face An Uncertain Future" by Carl Purcell. Eight color photographs and two maps describe East Pakistan cyclone. Pre-Bangladesh era. TOP HIS

* Volume 50 (October 18,1971)6, pp.86-91. "Iran's King of Kings Gives Party of Parties" initialed by J.P.G. Photography credit to Thomas J. Abercrombie [one of most authentic photographers in doing overview of Afghan or Iranian cultures]. Two page ma with insert pictures of oil refineries and carpet washing. Insert of "Iran at a Glance" compares land size to France; geography to Utah; and gives other digestible facts under "People, Culture, Economy" headings. Excellent color photography of mud village and of king on jeweled throne. GOV HIS ECO

* Volume50(April 24, 1972)28, pp.434-439. "Desert and Mountain Shape Afghan Realm" initialed by Anne H.Oman. Pigeons in courtyard of tiled mosque, dying of women's veils, Hazara travelers on bleak plateau road, cobbling of paizars [called babooshes by authors] are color photographs along with cover feature of heavily laden painted lorry; while black and white photographs depict first grade class of boys, and short hair cut of emancipated Kabul girl. PEO HIS GOV

* Volume 52 (September 24, 1973)3, pp. 40-41. "Nomads Seek an Endless Spring." Two page spread of camel and nomad photograph by Roland Michaud. PEO

* Volume 52(February 11, 1974)20, pp.310-312. "Carpet Magic". Four color closeups of dying, Turkomen family weaving, street vendor, and Iranian rug washing hillside. Excellent article. ART ECO

American University Field Staff Reports: South Asia Series XVII (July 1973)2. Louis Dupree, "A New Decade of Daoud." Suggests historic context will cite Daoud as "catalytic agent to bring about closer cooperation" in Afghanistan, Pakistan, Iran. GOV

_____. XVIII (November -January 1974)2. "The Afghan-American Educational Commission Ten Years of Binational Cooperation." STU

Aramco Handbook Oil and the Middle East rev. 1968. Arabian American Oil Company. Included here rather than trade publication because it is free handout. Good, clear graphs on 1967 Oil Movements by Tanker, Demand vs. Product, Reserves. Develops social and literature thems, especially calligraphy, 240-255. RES ECO ART

Aramco World Magazine 25(March April 1974)2. Depicts medical services offered to oil workers,many nurses as well as oil workers come from Pakistan, 14-23. Clifford W. Hawkins, "Ghost Ships in the Gulf," 26-34. Large photographs of dhow boats. HEA TRA

Boston Museum Bulletin 69(1971)355-356. "Two Shahs, Some Miniatures, and the Boston Carpet." Describes Persian hunting carpets of the sixteenth century and concept of the hunt in literature. ART

Christianity Today 12:45(February 2, 1968)45. "Afghanistan: A Church is Born." Controversial issue yet to be resolved is that of individual to change belief. PEO

Drama Review 17(December 1973). Various aspects of third world development in dance and drama form. Excellent description of folk drama in Iranian Tea House setting. Shiraz-Persepolis Festival. DRA

Focus. Periodicals issued by American Geographical Society. Can replace textbook for overview of country. Signed articles usually reflect American point of view. Afghanistan (65)out of print. Iran (71). Pakistan (67). Mongolia (70)₀Pertinent article on yurts, camels. ECO TOP PEO TRA

Natural History 83(March 1974) 3. George Rentz, "A Sultanate Asunder," 58-62. Discussion of the smallest sect, Ibadites, in Oman and Shiites could elucidate on the oversimplification of text cited by Senesh. Eight pages of large photographs depict Mid E. life, including crowded street traffic, women and children, cover photo shows the nose ring on young girl. PEO

Newsweek 82 (July30,1973)31-2 . Comparative study of as many news items as possible of events such as coup in Afghanistan at 2 A.M. can give valuable lesson in points of view. Pakistan headlines stressed the bloodshed which proved to be inaccurate when all the facts were out. Germany stressed the rapid recognition by USSR, while India observed that Russia really would not want it (the country with its economic problmes) anyhow! This article and listing for U.S. News and World report, and Time indicate much to the analysist not on politics for elementary grades but on timing of reports. GOV

Outdoor Life 142 (October 1968) 64. G.H. Landreth, "Greatest Trophy of All, 64-67. The only game preservation conservation was that practiced by the former king in his private hunting grounds. This article develops the tourist-hunter's point of view. ANI RES

Pacific Discovery 25 (December 1972) 6, 1-8. Edward F. Noack, "In Marco Polo's Tracks." Accurate description of people and terrain and more thorough mention of other game than some tourists give. Hill partridge, snow cock (weighs ten pounds and is at elevations of 16,000 feet), magpies, finch, as well as yak and sheep are described. Invaluable supplement to film Bridgebuilding (see Films), as it details life style as well as necessity of bridges. The California Academy of Sciences also has reprints of scientific animal articles which are a bit too technical for this grade span. PEO TOP ANI

Saturday Review 51(January 2, 1968) 91-92. Glen Wright, "Theatrical Nights with the Afghans." DAN

Geographical 46(November 1973)2. John Dickenson, "The Third World Industrialization with Reservation," 114-120. For good reader the ideas and pictures update textbooks on spatial concentration versus movement of industry. Conflicts of national interests and multi-national are discussed. Pollution control cost covered. ECO

_____. 46(December 1973-January 1974) 3,4,5. Alan B. Mountjoy, "March of the Peasants from Land to City," 208-215. Graph-map on first page of article depicts more accurate urban population concentrations around the world than do textbook reviews. Karachi and Lyallpur in Pakistan as well as Teheran are covered. Health problems are detailed. Examples are not from Afghan, Iranian, Pakistan centers but the article could provoke thought questions. URB

_____.46(December 1973-January 1974) 3,4,5. Barbara Ward, "Crisis and Opportunity," 219-220. Extracts from article which gives aims and objectives for a forthcoming (1976) conference on Human Settlements. Defines three paradoxes in urbanization and says: URB

> ... Countries are beginning to experiment with the siting and spacing of settlements not as the by-product of something else...

_____.46(May 1974)8. Peter Odell, "Self Sufficiency for Economic Survival" is the theme of World Energy in the Balance," 378. This article defines the one on a "World Map of the Energy Market" (18"x22"). Oil Reserves, Coal, Lignite and Brown Coal, Uranium, and Natural Graph Reserves are ranked by country and listed in million metric tons. Production/consumption ratios are marked on each country. Since this is not North American centered, a true picture of Asia is given. An excellent article and map. RES

National Geographic articles are discussed on separate page which lists other materials from the Educational Division.

Natural History 82(June-July 1973)6. Charles Vaurie, "So Fair and Foul a Bird", 6065. Four pages of color closeup photography with adequate article introduce this bird to North Americans. The humor of observing the creature in action can entice one into deep study of the hoopoe as Solomon's messenger in Persian literature themes. ANI

Sports Illustrated 31 (6 July 1968) 30-6. R.Cantwell,"High Above the Land of Light." Articles about this ethnic group are hard to find. Nuristan was setting for Kipling's, "The Man Who Would Be King." Historically they were the last subgroup to become Moslem. They did so by Abdur Rahman's solidarity methods,and thus earned the right to be called people of"light"rather than"unbelievers." PEO

Sports Illustrated 34 (May 17, 1971)58-61. R.H. Boyle, "Grab the Goat and Ride, Omar!" Pictures add to the description. FUN

Time 102 (July 30,1973)34. "Coup at the Crossroads." GOV

UNESCO Courier 22(February 1969)4-13. B. Gafurov, "Great Civilizations of the Kushans." ART

_____.December 1973. Eleven articles on "Pakistan 5000 Years." ART
Two page spread with photo symbols at top of each column CIV
give comparative dates of Indus, Sumer, Egypt, Anatolia, China Mexico, Agean Sea, Iran, pp. 14-15; an excellent article.

U.S.News and World Report 73(November 6,1972)57-60. Comprehensive coverage of the country of Afghanistan. ECO

U.S.News and World Report.74(July 23, 1973)60-1. "Back in the News: The World's Royalty." GOV
Material datelined six days after the coup, includes the rugged endurance of the kingdom in Kabul.

4.2 Magazines-Children's

With the exception of the National Geographic School Bulletin the back issues of children's magazines and weekly newspapers are difficult to obtain. The most available secondary source for listings of serials for elementary age children is the Subject Index to Children's Magazines, Gladys Cavanagh, editor. The headings in the 1972-1974 volumes twentyfour to twentysix which yielded pertinent articles were "Afghanistan," "Iran", "Islam", "Pakistan". Excluding the above National Geographic School Bulletin articles coverage contained the following items.

"Camel Talk," Jack and Jill, 35(February 1973)31.

"Camels Welcomed," My Weekly Reader Edition 5, 51(January 3,1973)2-3.

"Famine Stalks Afghanistan", Current Events, 72(January 3,1973)4-5.

"The Story of Ali Adbar," Current Events, 71(February 16,1972)7.

"World People: Afghanistan," by B. Bredemeir and others. She is former Peace Corps teacher and parent who lived in Kabul area., Junior Scholastic,72(May 14, 1973)11-14.

4.3 Newspapers-Adult and Secondary Source Service Agencies

* Deadline Data on World Affairs, 100 Northfield Street, Greenwich, Conn. Fifteen year old clipping service with updated subject index on articles from reliable worldwide news sources allows students to do their own interpretation of source materials. Recommended for junior highschool and above. Number of pages for area of this study: "Afghanistan", 25; "Bangladesh",23; "Iran," 58; "Kashmir",47; "Pakistan,"73. Analysis done July 10, 1974.

New York Times random selection of recent articles:

"The Arabs' Goal? A Theater that Speaks for Arabs," by Margaret Croyden. March 3, 1974 Section D. Review of the Third World Festival Activities in Shiraz set in context of drama arts versus international middle east conflicts. Author emphasizes the theme of "freedom from ...American imperialism" which she felt was dominant one in theaters from Lebanon to Shiraz

"18 Countries Join In Pledge on Aid," by Edwin L. Dale Jr. March 29, 1974; C 7. Industrial countries and donations to poor countries in spite of inflation was written before Cyprus, Turkey affair.

" Factories Multiply in Afghanistan" November 2, 1969. Similar to above.

"In the Footsteps of the Empire Builders" by Peggy Durdin. October 5, 1969. Three column travel feature with photograph of mosque in Mazar and the large Buddha at Bamian. Article is as reliable and more interesting than data given in children's text books. Mention is made of stalwart Austrian woman, Elizabeth Dlouhy whose business acumen has encouraged quality craftsmanship.

"Islam: It's More Than Religion to 500 Million," by Naomi Shepherd. June 30, 1974. Sympathetic analysis of Islam in an article that would likely be used as reference material by classroom teacher. Possible oversimplification occurs in sweeping statement that "Islam has no religious hierarchy or established church ... no period comparable to Christian Reformation, and the clash of secular and religious cultures is not a Moslem experience... no place for religious parties."

"Oil Role in Iran Traced to Dulles," by Edward Cowan. March 9,1974, C47. Record of testimony before Senate subcommittee on oil companies.

"Pakistani Border Area Relives Violent History," July 10, 1974, 8 C. James F. Clarity article describe's Bhutto's relations with Pathan heartland cities,Peshawar especially. Map and one picture.

"Peking Is Stressing Latinized Alphabet in Sinkiang," by Tillman Durdin. July 8, 1973. Signifigant article showing the de-pluralization through development of central language for former Moslem area of China--contrast with American plurality emphasis of last decade.

"Shah Seeks Dominance in Area for Iran," by James F. Clarity. May 19, 1974 Section 1 , page 2. Prophetic? rise of old civilization.

Wall Street Journal article of astute observation:

"A Vast Wasteland- Do the Russians Covet Afghanistan? If So, It's Hard to Figure Why," by Peter R. Kann. December 27, 1973, p.1,ff. Afghans abroad were divided on the truth of this article. Figures and date were questionable after the statement about the coup was mentioned as being month after it actually made world headlines.

5. BIBLIOGRAPHY OF LESS TANGIBLE SOURCES

5.1 International Reference Sources

Afghan Journal. Graz: Austria (P.O. Box 598, A-8011) new adult level quarterly publication covering Afghan topics; many pictures; German, French, English articles.

Dobler, Lavina; and Fuller, Muriel, compilers and editors. The Dobler World Directory of Youth Periodicals, Third Enlarged Edition. New York: Citation Press, 1970. Contains country lists of children's magazines. Afghanistan: Bikhan Wa Bidan; Kochnianao Anees. Iran: Kayhan for Children; Peik. Pakistan: Talimo Tarbiat. This original source material in national languages with Persian script can give children concepts of communication difficulty. Limitations are pronounced for the local children because the vocablulary is much more of adult literary standard than similar magazines printed here.

Echo Press, Teheran. Iran Almanac, 1971; tenth ed. 808 p. Extensive index and good source of topics about the country.

Internationale Jugen Bibliothek. 8 Munchen 22, Kaulbachstrasse, 11a West German. Systematic bibliographies of children's literature are developed and maintained here.

Institute for the Intellectural Development of Children and Young Adults, Takhte Tavous Avenue, No. 31 Jam St. Teheran, Iran. Since 1966 annual production of 60 books, records, films have set high standard for quality picture and easy reading books.

* Redhouse Press, Istanbul, Turkey (P.O. Box 142). Ecology series of children's books cover flora and fauna of Iranian plateau region. Excellent photography useful for picture interpretation of subjects.

5.2 Commercial and Political Handouts

* Proximity to urban centers where airlines have large offices or to major cities where information offices of the foreign service sections is advantageous. Telephone calls to the Iranian Embassy were routed through several sections before the correct information officer was located. The smaller staffed Afghanistan Embassy had the opposite situation in that the one gentleman knowledgable was in South America temporarily. The Pakistan Information Center in New York City had excellent hours and large shelf of materials in the library where one was free to select items useful on any grade level. From the Iranian Embassy an excellent set of color brochures and an international edition of bound volume, Art and Architecture, were sent free.

Before the paper shortage the airlines of each of the three countries produced series which were useful on many aspects of the cultures. Both Pakistan Airlines International and Pan American have large brochures suitable for study. The Complete Persia Book (Pan Am Holiday series #431) is fifteen pages of time schedules, color pictures and large, multicolored map of Middle East through India; good source of comparitive study on time elapsed in flights between countries.

Pakistan Affairs, issued by Information Division of Embassy of Pakistan is ideal source for official government interpretation of newspaper coverage worldwide on the political, economic, and general affairs of that country. It is sent free of charge over thirty times a year. The by-line heading contains both Moslem and Christian calendar dates.

5.3 People

Five avenues of contacting are open for contacting people who will share knowledge on the country being studied.

Awareness of local people who have traveled can be done easily through contacting the International Student Affairs Director of nearby university or through writing to organizations which specialize in the region. Asia Society will supply names through their Country Council Directors. Afghan Studies Association address list is representative of all regions and almost every State (Afghan Studies Center, University of Nebraska, Omaha, NEB 68132).

Peace Corps, Washington D.C. can supply names of returned volunteers who are enthusiastic informants.

Children within local school district occasionally appear with personal travel experience. One must be exceedingly considerate of the feelings of these international juvenile travelers. Having lived abroad in strange culture, they are eager to become aculturated to local situation and in some cases are loathe to stand out as "different".

Nationals of the country are of course most ideal, but there are limitations. They are generally of two types: bitter or at best zealous changers of society students' viewpoints must be respected but recognized as contrast to the one who has been bored by repeated naive questions about his culture. The latter tends to give short answers to all questions. Hopefully the perceptive communicator can be located. His astute analogies couple home culture with American life to bridge gaps in understanding.

6. THE FUTURE

This pilot study indicates minimal opportunity for the Far Middle East to gain foothold in curriculum planning for elementary school level. Three of the six potential authors were favorable to having materials published in juvenile format. Joan Kayeum's materials are ready when an author-publisher agreement can be reached. Hafizullah Baghban is not interested at present; but hopefully he would allow an adaptation of his excellent materials. Dr. William Miller already has a publication on Bhai religion of Iran to be released shortly and anticipates an interest for a collection of personal anecdotes would be generated by children if publisher can be located (He spent forty years in Iran.). Textbook editors from Houghton Mifflin and University of Indiana will include the area in publications which will not be off the press until late 1976. The ethnic music recordings by Mark Slobin and others will continue to gain listeners. Julien Bryan's artistry in film production should likewise gain wider use in the 8mm forms.

Two additional potential sources are the National Atlas of Afghanistan project at University of Nebraska, Omaha directed by John F. Shroder, Jr.; and the "Afghanistan Undergraduates" cultural exchange experiment at University of Pittsburgh directed by George W. O'Bannon.

Current materials seemed to cover the historical study areas in form that approaches minimal coverage. All others have large gaps of adequate elementary school level data. Hopefully interested, qualified people will contribute soon. The Afghan proverb describes the process for developing a good body of materials:

DROP BY DROP A RIVER IS MADE!

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BIBLIOGRAPHY

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